

## **Developing Contextual Teaching Learning (Ctl) Based On Board Race Game to Improve Students' Vocabulary Achievement.**

Vinsen Sius Sitepu  
Lampung University

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### **Abstract**

*The objective of the research were to find out the difference in vocabulary achievement between students who were taught with the CTL-Based Board Race Game and the Board Race Game, and to investigate students' perception in vocabulary class through the modified CTL-Based Board Race Game and the Board Race Game. The subjects of this research were the student at SMPN 2 Tumijajar. The data were obtained from the pre- test, posttest, and questionnaire. The quantitative approach was used to find out the difference in vocabulary achievement between students who were taught with the modified Board Race Game based on CTL and the Board Race Game. The result showed that the vocabulary achievement of students who were taught with the CTL-Based Board Race Game increases higher than the vocabulary achievement of students who were taught with the Board Race Game. It indicated that CTL-Based Board Race Game was better than Board Race Game to enhance the students' vocabulary achievement.*

**Keywords:** *Contextual Teaching Learning; Board Race Game; Vocabulary; Vocabulary achievement.*

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### **I. Introduction**

Vocabulary is a set of lexemes (the smallest unit in the meaning system of a language that can be distinguished from other similar units), including single words, compound words, and idioms (Richards and Schmidt, 2002). In addition, Alfaki (2015) defines vocabulary as the words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do. Moreover, Vocabulary is fundamental to using the foreign language discourse, and is essential to participating in it (Cameron, 2001:95). From the statement above, it can be inferred that language is needed to communicate among human beings, by using language, the human uses it to interact with each other, social emotional how they indicate friendless cooperation.

In learning a foreign language, vocabulary plays an important role. It is one element that links the four skills of speaking, listening, reading and writing all together (Huyen and Nga, 2003). Vocabulary is one important aspect in learning a foreign language. With a limited vocabulary anyone will also have a limited understanding in terms of speaking, reading, listening, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. Moreover, in order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately. This is also confirmed by Cameron (2001: 94) states that vocabulary has been seen as a major resource for language use. It means that there is a language because there are many vocabularies. In fact, some people speak or write, they have to use vocabulary as a symbol in conveying their mind, ideas, messages, and etc. When we speak, listen, read, or write we use words, most of our thinking is in words. Most of our learning comes to us through words, it is easy to see that all communication is based on words. It is clear that even though a learner has tried hard learning four language skills, without vocabulary it is something impossible to happen.

Meanwhile, in teaching learning activity many teachers used a traditional method in teaching vocabulary. This also in line with the research that was conducted by Yang (2012). He found that many of the traditional forms related to rote repetition have been out of most of the students' favor as their answers show. These phenomena also correlated to the researcher's empirical experience while teaching English. Many students have low proficiency in vocabulary mastery. It is due to many students, in terms of increasing their vocabulary in English, use a memorization method where they can memorize 10 to 20 numbers of vocabulary in a day yet it is also easy to be forgotten. So that, it is highly recommended to use an appropriate vocabulary learning strategy in order to improve the students' capability in vocabulary mastery. Besides an appropriate learning strategy, the teacher also has to make the situation fun that triggers students to learn English.

According to (Deible:2009) Board race game is one of the developments of board game as a common game which can be played by using board, table, or floor. Board race game is a fun way for students to practice their English while enjoying some competition. This game was proven to be very effective which can increase

students' self-confidence, responsibility and cooperation in improving student vocabulary in learning English. In line with (Yudi Marwanto:2018) "Board race game" is often used in the learning process of English language, especially to improve vocabulary memory that has been taught before to students. The type of game is more to repeat vocab and grammar.

Furthermore, Board Race Game is a great way of testing what your students already know about the subject you are about to teach. This is best played with 6 students or more the more, the better. It could be used in classes ranging from 7-25 years of age and it's worked well in all age groups. In this game the teacher has to Split the class into two teams and give each team a colored marker. If you have a very large class, it may be better to split the students into teams of 3 or 4. Draw a line down the middle of the board and write a topic at the top. The students must then write as many words as you require related to the topic in the form of a relay race. Each team wins one point for each correct word. Any words that are unreadable or misspelled are not counted. This teaching strategy provides the students a situation where the play games while improving their vocabulary mastery. Thus, this strategy is effective to be used to teach vocabulary.

Contextual Teaching and Learning (CTL) is a theory which is based on the notion that learning can only occur when students are able to connect between content and context. By relating content and context from the inside and outside the classroom, the learning process becomes more relevant and meaningful for the students (Hosnan, 2014). Other experts by Berns and Erickson (2001) they define CTL as conception of teaching and learning that helps teachers relate subject matter or content to real world situations; and motivates students to make connections between knowledge and its applications to their lives. It is a focus on the context of what we teach from the students' point of view. CTL also emphasizes on learning by doing. The students will learn better if they also get involved in the class activities. In contextual learning theory, learning occurs only when students (learners) process new information or knowledge in such a way that it makes sense to them. CTL emphasizes the learning process through "constructing" not memorizing and teaching is not only a process of transferring knowledge to the students.

Another definition promoted by Johnson (2002:25) is that CTL is an educational process that help student see meaning in the academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. To achieve this aim, it covers the following eight components: making meaningful connections, doing significant work, self-regulated learning, and collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessments. In other word, when we talked about context, most people say that it is related to their social life. In the classroom teaching, CTL means teacher should present the student real world inside the classroom.

There are seven components of CTL which are constructivism, inquiry, questioning, learning community, reflection, and authentic assessment. This is the procedure based on the seven components of CTL. The procedures are as follows:

1) Constructivism.

Constructivism is the foundation of CTL. In the classroom teaching learning process, the application of constructivism is applied in five step of learning that are activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge and reflecting on knowledge.

2) Questioning.

The teacher needs to give some questions to the student to get more information about the student's knowledge before the teacher starts the teaching-learning process.

3) Inquiry

Inquiry is the part of learning activity in CTL. It refers to searching information, confirming what have been known, and directing attention to the unknown aspect.

4) Learning Community

The result of the study is obtained by cooperating with others. The teaching - learning process can be done in-group.

5) Modeling

In a study of certain knowledge or skill, there is model imitated, the model can be the teacher or others. Modeling is needed, non-to be imitated precisely, but becoming reference of student competition attainment.

6) Reflection

Reflection is new way of thinking about the new learning or thinking about what is done in the past. The key of teaching - learning process is how the student can understand knowledge.

7) Authentic Assessment

Authentic assessment is a procedure of achievement in the CTL. Authentic assessment is the process of collecting the data that can give the description of student learning development

There are several studies related to this issue. Dofir (2017) conducted a research on the using the contextual teaching and learning for students' vocabulary improvement. He found that the students were interested and motivated in learning process. Since the teaching was done in class, the students did not feel shy to ask to their own friends or the researcher. The students were enthusiastic and active participating in the learning process. Another research was conducted by Marsela in 2014, she conducted a study on the effect of the application of CTL on the students' vocabulary mastery at grade seven of SMP Gajah Mada Bandar Lampung in academic year 2013-2014. This research found that teaching vocabulary through Contextual Teaching Learning (CTL) is quite success. It can be seen on the result of calculated the students' score. Vocabulary scores that the students who learn vocabulary through Contextual Teaching Learning has a significant difference. It means that there is a significant influence of using Contextual Teaching Learning in teaching vocabulary. By all means, the implementation of CTL approach successfully gives positive impact on the students' vocabulary achievement and makes the students easily understanding the material being studied. Thus, it is essential to implement CTL approach in teaching vocabulary.

Dealing with explanation above, the researcher aims to combine Board Race Game with the CTL approach. Moreover, in implementing a modified Board Race Game, researchers want to make the students produce not only vocabulary but also sentences to which students will have a deeper understanding of how to use the vocabulary in a sentence.

## **II. Method**

### **Design**

Quantitative approach is the type of the research. The quantitative approach was used to find out the difference in vocabulary achievement between students who are taught with the modified Board Race Game based on CTL and the Board Race Game. In addition, intact group-single control design was used by the researcher in conducting the research because one group was an experimental group that is taught by using the modified Board Race Game based on CTL whereas another group is a control group that is taught by using only the Board Race Game. The groups are chosen purposely. Before and after being given a treatment, a test was given to them. Pre-test is given to the students to see their vocabulary achievement before getting a treatment while posttest is given to the students to see their vocabulary achievement after getting a treatment. According to Setiyadi (2006), the design of the research is as follow:

$$\begin{array}{c} \mathbf{K1\ T1\ X\ T2} \\ \mathbf{K2\ T1\ O\ T2} \end{array}$$

Where,

- K1 : Group 1 (Experimental group)
- K2 : Group 2 (Control group)
- T1 : Pre-test
- T2 : Post test
- X : Treatment (Modified Board Race Game based on CTL)
- O : Treatment (Board Race Game)

### **Population and Sample.**

The population of this research was the students at the second grade of SMPN 2 Tumijajar. There were seven classes of the second grade in that school, they were VIII A and VIII B. The number of the students of each class is around 30-32 students. In relation to the design, the researcher would take two classes; they are experimental and control classes. The using of two classes was to see the difference between the modified strategy and the original one. Purposive sampling was used by the researcher in determining the sample of the research. Purposive sampling referred to an intentionally chosen sample according to the needs of the study. It enabled the researcher to collect relevant and useful information for answering the research questions.

## **III. Data Collecting Technique**

### **1. Administering the pre-test.**

The pre-test was administered to the students before the treatment of teaching vocabulary through the modified Board Race Game based on CTL and the Board Race Game. It was conducted to know the students' basic vocabulary ability. In answering the question, the students should choose the correct answer by crossing the letter "A", "B", "C", or "D". Sixty minutes were given to the students to finish this test.

2. Administering the post test.

The post test was administered to the students after the treatment of teaching vocabulary through the modified Board Race Game based on CTL and the Board Race Game. The form, time, and material in the post test were the same as the pre-test.

3. Distributing the questionnaire.

Questionnaires would be distributed in order to know students' perception in vocabulary class through modified Board Race Game based on CTL and the Board Race Game.

#### IV. Results

##### Result of Pretest in Experimental Class

There were 40 test items in 60 minutes with four options for each and one was the correct answer and the rest were distractors. The following table was the students' vocabulary achievement in the pre-test.

*Table 4.1. Students' Vocabulary Achievement of the Pre-test in Experimental Class*  
**Descriptive Statistics**

{1, EGS, 2, CGS}	N	Minimum	Maximum	Mean
SCORE Experimental Group	32	30	80	52.87

As the table illustrates, there are 32 students in experimental group. In addition, the minimum score of the experimental group is 30. Besides, the maximum score of the experimental group is 80. The mean score is 52.87.

##### Result of Pretest in Control Class

There were 40 test items in 60 minutes with four options for each and one was the correct answer and the rest were distractors. The following table was the students' vocabulary achievement in the pre-test.

*Table 4.2. Students' Vocabulary Achievement of the Pre-test in control Class*

{1, EGS, 2, CGS}	N	Minimum	Maximum	Mean
SCORE Control Group	31	28	76	50.52

As the table illustrates, there are 31 students in the experimental group. In addition, the minimum score of the experimental group is 28. Besides, the maximum score of the experimental group is 76. The mean score is 50.52.

##### Result of the Homogeneity of Pre-Test

*Table 4.3. Test of Homogeneity of Variances*

Score pre test			
Levene Statistic	df1	df2	Sig.
1.312	1	61	.257

Table 4.3. Shows that the p values of students' vocabulary achievement in experimental and control groups are 0.257. It means that the variance of the data is homogeneous because the p values are higher than 0.05. It indicates that the students of experimental class and control class are the same ability.

##### Result of Post Test in Experimental Class

Table 4.4. Students' Vocabulary Achievement of the Post Test in Experimental Class

##### Descriptive Statistics

{1, EGS, 2, CGS}	N	Minimum	Maximum	Mean
SCORE Experimental Group	32	66	90	76.62

The descriptive information for the students' vocabulary achievement after being taught through the CTL-Based Board Race Game and those taught with the Board Race Game was presented in Table 4.3. As the table illustrates, there are 32 students in the experimental group. In addition, the minimum score of the experimental group is 66. Besides, the maximum score of the experimental group is 90. The mean score is 76.62.

##### Result of Post Test in Control Class

Table 4.5. Students' Vocabulary Achievement of the Post Test in Control Class

{1, EGS, 2, CGS}	N	Minimum	Maximum	Mean
SCORE Control Group	31	32	80	56.13

The descriptive information for the students' vocabulary achievement after being taught through the Board Race Game was presented in Table 4.5. As the table illustrates, there are 31 students in the experimental group. In

addition, the minimum score of the experimental group is 32. Besides, the maximum score of the experimental group is 80. The mean score is 76.62

**Students’ Perception in Vocabulary Class through the CTL-Based Board Race Game**

The data for the students’ perception in vocabulary class through the CTL-Based Board Race Game and the Board Race Game were obtained through the questionnaire after the teaching and learning process. There were ten items of questionnaire to see the students’ perception after the treatment. The researcher analyzed and identified the students’ perception by using the indicators of the students’ perception during classroom interactions.

*Table 4.9. Students’ Perception in Vocabulary Class through the CTL-Based Board Race Game*

Classroom situation											Mean
Question	1	2	3	4	5	6	7	8	9	10	
Positive	100	95	95	90	95	90	90	90	100	100	94
Negative	0	5	5	10	5	10	10	10	0	0	6

Derived from Table 4.9, after the implementation of the CTL-Based Board Race Game, most of the students had a positive perception toward the technique after the learning activity. This can be seen from the table above where there were ten statements related to the students’ perception.

In experimental class, the students were taught through the CTL-Based Board Race Game. 94% of students give a positive perception towards the implementation of CTL-Based Board Race Game. Meanwhile 6% of students had a negative perception towards the implementation of CTL-Based Board Race Game. For question number one, nine and ten, 100% students had a positive perception. Furthermore, for the statements number two, three, and five, 95% students give a positive perception. Meanwhile there were 5% students who had a negative perception. Then, 90% students give a positive perception toward the implementation of CTL-Based Board Race Game for the statement number four, six, seven, eight. On the other hand, there were 10% students who were negative for those statements.

**V. Discussion**

**The Difference in Vocabulary Achievement between Students who are taught with the CTL-Based Board Race Game and the Board Race Game**

By modifying a conventional Board Race Game and combining the strategy with CTL approach, the researcher wanted to overcome the problem found by the previous research where (Kusumawati (2017) in her thesis entitled “Board Race to Boost Students’ Vocabulary Mastery”, she found that by using the Board Race method can boost students to mastering vocabulary, so that in this method can facilitate students in understanding the meaning of English words. Another researcher, Sara (2018) in her thesis entitled “Improving Students’ Vocabulary through Board Race Language Game”, she found that by adopting Board Race games, teacher can create an enjoyable atmosphere for students so that they could relax their minds and practice the target language effectively. The researcher did the research by quantitative method. The findings of the research revealed that employing “Board Race” language game in teaching vocabulary to learners not only can play a positive role in the development of their vocabulary knowledge, but also it can pave the way for language development of the EFL learners as well as motivating the learners to motivating the learners to improve their own abilities in various aspects of second language development

However, in the application of conventional Board Race Games, conventional class students are less enthusiastic about the teaching and learning process. They can't fill the board with a lot of vocabulary. In addition, they tend to forget vocabulary easily because they fill the board with random vocabulary. This issue is also confirmed by Haerazi (2019) who found that this strategy tended to make the students still had lack of vocabulary acquisition. Thus, the students did not really get a deep understanding towards the material. During the implementation of the conventional Board Race Game, students followed the instruction of the teacher. They focused on the task given to them. A clear explanation was the other factor that the teacher needs to pay attention to due to doing this, the students could do the task in an appropriate way. Most of the students know about what they have to do. Besides, conventional Board Race Game did not provide the students an opportunity to have sharing time. For the students with a good capability of vocabulary, it did not really matter. But, for the students with the capability under the average, this made them get stuck when they were facing problem while doing the task.

The table of this research above support Harmer (1984) mentions that grouping is one of the ways to make students freer to express their idea with their own friend before it is presented in the class. It is line with

Larsen's statements (1998) that in group students can learn from each other as well as the teacher. In terms of questioning the teacher had less satisfactory performance. The less satisfactory result of teacher's questioning was caused by unclear question given by the teacher which mostly happened in the pre activity and in some part during the while activity. As a result, the students seemed confused in responding to teacher's question.

Johnson (2012), CTL Approach is an approach which helps students understand what they are learning by connecting their subject with their lives' context. CTL approach emphasizes students' interest and experiences, so the students are easy to understand the material. Moreover, Sears (2003) also defines that CTL approach encourages the students to take a part of their learning and provides a concrete framework for combining pattern theories and practice. By all means, an interactive approach should be fully applied to teach the students vocabulary. Sears stresses that CTL approach is the learning process which has purposes of supporting the students for understanding the educational material that they are learning by relating academic subjects to the situation of their lives such as their personal, social and cultural situation. Teaching and Learning (CTL) approach helps the students relate the topic substance to the real circumstances and encourage them to make a relation between the material and its application to their lives.

### **The Students' Perception in Vocabulary Class through the CTL-Based Board Race Game**

Based on the result of the questionnaire, students' perception after being taught with the CTL-Based Board Race Game showed a positive result. Basically perception is an observation by individual or a process of giving meaning as a result of observing about an object, people, event, and so on through the five senses, which is obtained by concluding information and interpretation of the message so that someone can give a response regarding either good or bad or positive or negative about it. The process when we become to know of many stimuli that affect our senses is perception. As Subur (2004) in Yoshepine, Hidayat, and Susanto (2018), stated that the perception is a kind of the overall process that the response produces to response after the stimulus is applied to the people. It means that the perception is a process of stimuli to give the assumption and we become to know of something and be understanding that situation.

The students' perception stated that using Board Race Game learning are effective, fun, and not boring. It means that by using games in vocabulary learning students keep struggling with the lesson. It coupled with the aim of educational games is to motivate and teach students with an atmosphere who they can practice in this subject. After all, students' positive perception is in line with the students' vocabulary achievement. The more students are interested in the teaching learning activity, the better their vocabulary achievement.

## **VI. Conclusion**

Considering these problems, a CTL-based Board Race Game has more advantages on students' vocabulary achievement than conventional Board Race Game. In addition, learning experiences of CTL-based Board Race Game are arranged for students' needs to increase vocabulary achievement. By the time, the students interested in this kind of teaching, they were more accustomed to compose sentences using the word provided; understand the meaning of the vocabulary; know how to use the vocabulary properly. Then, the togetherness in doing certain tasks is helpful for the students to find out ideas and elaborate the vocabulary through discussion and feedback either from the member of the small group or the teacher.

Furthermore, Board race game is one of the developments of board game as a common game which can be played by using board, table, or floor. Board race game is a fun way for students to practice their English while enjoying some competitions. Board race game is an easy way to teach students' vocabulary. The process of using Board Race Game in Junior High School, Tumijajar, running well; it can be seen from the students' enthusiasm in every meeting and the increase in vocabulary achievement

Based on the explanation above, it can be concluded that by using the Board Race method can boost students to mastering vocabulary, so that in this method can facilitate students in understanding the meaning of Board Race. Furthermore, the seven concept of CTL helps teacher and students to relate learning material to concrete students' world, and support students to connect between knowledge which they have and its application in their daily life, so modified between CTL and Board Race Game is good for student's vocabulary achievement.

## **VII. Suggestion**

Referring to the conclusion above, some suggestions could be listed for the teachers, learners, and further researchers:

- For the Teachers

It is suggested to apply the CTL-Based Board Race Game in the class to enhance the students' vocabulary achievement.

- For Further Researchers

For the future researchers in the same field, it will be better to add more methods, such as observation and subject, and make a clear instruction which not to make students being noisy in the class.

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