ABSTRACT

Widianingtyas, Nugraheni. (2018). *An Experimental Research of Contextualized and Decontextualized Methods in Fostering Students' Vocabulary Retention.* Yogyakarta: English Language Education Study Program, Department of Language and Arts, Faculty of Teachers Training and Education, Sanata Dharma University.

Vocabulary is a fundamental element a the foreign language and second language learning process. It arouses a thought that without grammar very little can be conveyed, but without vocabulary nothing can be conveyed (Wilkin, 1972, as cited in Mediha & Enisa, 2013). The success of vocabulary learning does not only depend on the number of vocabulary the learners learn, but also how many words they remember properly over long time (Schmitt, 2008). In consequences, the language educators need to employ an effective vocabulary learning method which also fosters the vocabulary retention or memorization. The researcher then proposed to compare the effectiveness of two vocabulary teaching methods in fostering students' vocabulary retention. They were contextualized and decontextualized. Hence, there would be found a method that outperformed the other one in fostering students' retention after the implementation of the two methods.

The goal of this research is to answer a research problem: "To what extent can contextualized and decontextualized foster vocabulary retention of the participants of English Club of Elementary School Teacher Education and Training Study Program Sanata Dharma University?"

This experimental research was conducted on 38 students which were classified into two groups. The first group (n=19) was taught using a contextualized method, whereas the second group (n=19) was taught using a decontextualized method. To gain the findings of the research, there were three research instruments employed: vocabulary tests (pretests and post tests), observation sheets, and focus group discussions. The results of the tests from the two groups were the main data of the study, while the supporting data were gained from the observation and focus group discussion results.

The overall results pointed out that there were significant differences in the scores of the pretests and post tests in both the contextualized and decontextualized group. However, the contextualized group showed a higher improvement in the mean acquisition than the decontextualized group. Further, the results of the observation and focus group discussions ascertained that the implementation of the contextualized method could help the students in learning vocabulary and promoting their retention better. It generally could encourage them to be more active, enthusiastic, and passionate in learning vocabulary.

Keywords: Vocabulary development, Retention, Vocabulary teaching, Contextualized method, Decontextualized method

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Perbendaharaan kata memiliki peranan sangat penting dalam proses pembelajaran bahasa asing. Hal tersebut mengawali pemikiran bahwa tanpa tata bahasa sangat sedikit yang dapat terucap, namun tanpa kata tiada yang dapat terungkap (Wilkin, 1972, dalam Mediha & Enisa, 2013). Penguasaan kosa kata adalah hal yang sangat penting untuk dapat menguasai bahasa target. Namun, keberhasilan pembelajaran kosa kata tidak diukur dari seberapa banyak kosa kata yang dipelajari, melainkan dari seberapa lama kosa kata tersebut diingat dan digunakan dengan benar (Schmitt, 2008). Oleh karenanya, penerapan metode pembelajaran kosa kata yang efektif menjadi penting. Studi ini membandingkan efektivitas dua metode pembelajaran kosa kata, yaitu *contextualized* dan *decontextualized*. Studi ini bertujuan untuk mengetahui metode yang paling efektif terhadap perkembangan kosa kata dan daya ingat siswa setelah kedua metode tersebut diterapkan.

Terdapat satu masalah dalam penelitian ini: "Sejauh mana metode kontekstual dan dekontestual mampu meningkatkan perbendaharaan kata dan daya ingat terhadap kosa kata para mahasiswa/i kelas *English Club* Pendidikan Guru dan Sekolah Dasar Universitas Sanata Dharma?"

Penelitian eksperimental ini dilakukan terhadap 38 mahasiswa/i yang terbagi menjadi dua kelompok. Kelompok pertama (n=19) diberi instruksi menggunakan metode kontekstual, dan kelompok kedua (n=19) diberi instruksi menggunakan metode dekontekstual. Instrumen penelitian yang digunakan adalah tes perbendaharaan kata (*pretest* dan *post test*), lembar observasi, dan wawancara. Data utama dalam studi ini adalah hasil tes dari kedua grup, dan data pendukung didapatkan dari hasil observasi dan wawancara.

Hasil penelitian menunjukkan bahwa metode kontekstual dan dekontekstual berdampak signifikan terhadap perkembangan perbendaharaan kata para siswa. Namun, kelompok kontekstual menunjukkan nilai rata-rata *post test* lebih tinggi dibandingkan dengan kelompok dekontekstual. Sementara itu, hasil dari observasi dan interview juga menyatakan bahwa metode kontekstual lebih efektif untuk meningkatkan kosa kata dan daya ingat terhadap materi yang dipelajari. Metode ini juga diakui dapat meningkatkan minat dan partisipasi mahasiswa/i dalam proses pembelajaran perbendaharaan kata Bahasa Inggris.

Keywords: Vocabulary development, Retention, Vocabulary teaching, Contextualized method, Decontextualized method