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### THE EFFECT OF OUTING CLASS-BASED CONTEXTUAL LEARNING MODELS ON THE ENGLISH VOCABULARY OF MTs LABORATORY STUDENTS UINSU MEDAN

**Mulia Ourora Yamsin**

*Universitas Islam Negeri Sumatera Utara Medan*

Email: [Moyachan354@gmail.com](mailto:Moyachan354@gmail.com)

#### ABSTRAK

This research aims to determine the effect of an outing class-based contextual learning model on the English vocabulary of class VIII MTs Laboratory UINSU Medan. The research population consisted of all class VIII students at the Madrasah Tsanawiyah Laboratory of UINSU Medan. This means that the population is all members of a certain place. The population of this study was 120 class VIII students. The sample is representative of the research population. The sample was determined using random sampling so that two classes with a total of 60 students from class VIII were selected as research samples for the experimental class and control class. Data analysis techniques by comparing the mean descriptive statistics of quantitative data to determine the differences before and after the test in the average pre-test and post-test scores. The research results show that there is an influence of the outing class-based contextual learning model on the English vocabulary of class VIII MTs Laboratory UINSU Medan. It is important to suggest that teachers as English language teachers in general, especially in class VIII MTs Laboratory UINSU Medan, place more emphasis on teaching using contextual learning models based on outing classes. Further research needs to be conducted on the differences between teaching English using contextual learning models, especially for researchers who intend to conduct research using the same objects in order to obtain more perfect results.

**Keywords:** Contextual Model, Outing Class

#### INTRODUCTION

Education is important, because with the provision of education, especially formal education, it is hoped that each individual can develop the potential according to their own potential in order to equip students to live their lives. Education, especially in Indonesia, is expected to be able to prepare students to become citizens who have a strong and consistent commitment to defending the Unitary State of the Republic of Indonesia.

Education is an effort to mature students which is carried out with guidance provided by educators or teachers so that they can develop their talents, potential and skills in living life in the future. Therefore, it is necessary to have an appropriate learning design so that students gain an understanding of their potential, so that it can be useful in improving their achievements, talents and skills for their future needs.

In pursuing this, of course various problems are faced. The problem that occurs in the learning process is that students are placed as loyal listeners when the teacher delivers lesson material. So students feel bored just sitting quietly and listening, as if there is no time to use to think and be creative as effectively as possible. Understanding the concepts of the

material being taught will be felt to be less than good because students do not really understand what the teacher is saying in class.

One element that is very important in supporting the creation of conducive learning is language, because language has a central role in students' intellectual, social and emotional development and is a supporter of success. Therefore, the government always pays attention to and regulates the use of language as an introduction to communication, including in the implementation of learning.

The implementation of various aspects of language teaching, including English, which is taught in schools, especially the introduction of English vocabulary, in practice is never free from various problems. A classic problem in the teaching process is difficulty understanding English vocabulary. In this case, there needs to be an evaluation of the learning process, both from the teacher's teaching techniques to what learning is applied and whether it is in accordance with the material and student characteristics.

A preliminary study conducted by researchers on students at the Madrasah Tsanawiyah Laboratory of UINSU Medan found the fact that English learning was still carried out conventionally, so that many students did not understand English vocabulary, which is the language needed by students for the future. The results of a preliminary study on learning outcomes carried out by the English subject teacher in class VIII MTs UINSU Medan Laboratory found that student learning outcomes were still low so they did not reach the 75.00 level of completion that had been determined.

Because of this, there is a need for learning innovation that brings students to a higher level of understanding, with sufficient time, according to the time used for one discussion concept, in order to achieve the curriculum that has been set at school as well as using media and models that are not too difficult to achieve. make it easier for students and teachers to carry out learning. One alternative that can be used is to implement learning that helps students embed the context or meaning of the material they are studying.

One learning model that can be implemented is the contextual learning model, which is a learning concept that helps teachers link the material they teach with students' real-world situations, which encourages students to make connections between the knowledge they have and its application in their lives as family and community members. Contextual learning is designed and implemented based on the philosophical foundation of constructivism, namely, that learning will be more meaningful by experiencing, discovering and building (constructing) new knowledge and skills.

A learning model or contextual approach that emphasizes student activity in learning, such as finding the material being studied and connecting it with real life situations, will enable students to better master the subject matter. The level of student mastery of the subject matter will influence their learning outcomes after going through an evaluation process in the form of knowledge about the surrounding environment and their activeness in learning activities. In an effort to further improve student learning outcomes, the learning process should emphasize student activity by applying relevant approaches. The approach in question is a contextual approach based on outing classes with the aim of getting students actively involved in taking lessons in order to improve learning outcomes.

According to Mulyadi dan Risminawati (2019), the contextual approach was initiated by Piaget, with constructivism theory containing several activities including, namely, containing real experiences, social interaction, and the formation of sensitivity to the environment. With regard to supporting the implementation of constructivist activities as expressed by Piaget, Outing Class- based contextual learning is deemed appropriate to be implemented. Meaningful learning is something that cannot be separated from achieving the goals of education, one of the meaningful learning is learning using the Outing Class method.

As confirmed Djamarah (2018) that outing class learning is learning that is carried out outside the room or classroom which aims to equip students or students with skills and

develop their abilities. The Outing Class method is important to apply in learning as an effort to develop three educational components, namely affective, cognitive and psychomotor. Because these three aspects are used integrally and continuously.

Through Outing Class-based contextual learning, teachers can utilize concrete learning materials and media outside the classroom or in nature which can help students understand abstract and theoretical English vocabulary more concretely. It is hoped that the use of concrete materials and media chosen by the teacher in the learning process can improve students' understanding of English vocabulary.

Several research results also confirm the importance of contextual learning in supporting student learning outcomes, including student vocabulary skills. Research Purwantiningsih (2021) stated that the application of contextual learning (Contextual teaching and learning) refers to the main vision of the institution, namely creating a dignified learning society to build national civilization based on lifelong education (Lifelong Education Based). The implementation of contextual learning does not require large costs and special media is not only related to learning in class, but is related to student experiences that are seen, heard and felt by students which can change student behavior and learning outcomes. In this case, the forms of contextual learning that are applied include providing examples, habituation, and motivation so that English language skills increase.

Research Fathoni (2021) suggests that there is a significant influence of cooperative (contextual) learning methods on English reading comprehension of Private Madrasah Aliyah students in Karawang. This is proven by a Sig value of  $0.000 < 0.05$ , with Fcount = 15.638. Furthermore, there is a significant influence of vocabulary mastery on English reading comprehension of Private Madrasah Aliyah students in Karawang. This is proven by the Sig value of  $0.047 < 0.05$ , with Fcount = 4.058. Lastly, there is a significant interactive effect of cooperative (contextual) learning methods and vocabulary mastery on English reading comprehension.

Research Langkameng (2020) which emphasized that in the learning process that occurs in schools, in general many problems are encountered, including the existence of old paradigms regarding learning activities, the learning approaches used by teachers that do not involve students and the use of learning resources and media that lack creativity. However, this can result in not supporting the learning process and not achieving maximum learning objectives. Likewise, learning English at school is generally considered very difficult, as a result, many students are less interested in studying it. With a contextual approach, students' English skills can be further improved.

Research Herdiyanti & Suparno (2023) stated that children's language skills, including speaking, need to be trained to express their ideas and thoughts so that they can be trained well. This ability can be trained through applying the contextual teaching and learning model to children's speaking skills. This can be proven that there is an influence of contextual teaching and learning on children's speaking skills in the aspects of pronunciation, vocabulary development and sentence formation.

Based on several opinions and research results above, it proves the influence of outing class-based contextual learning on students' vocabulary abilities. The results of previous research became support for further research to further prove its truth, thereby establishing the research title "The Effect of Outing Class-Based Contextual Learning on Students' English Vocabulary at MTs Laboratory UINSU Medan".

## RESEARCH METHOD

This research was conducted at the Madrasah Tsanawiyah (MTs) Laboratory of the State Islamic University of North Sumatra. The population is the entire research subject, that is, defined as all members of a well-defined group of people, events, or subjects. The research

population consisted of all class VIII students at Madrasah Tsanawiyah Laboratory, UINSU Medan. This means that the population is all members of a certain place. The population of this study was 120 class VIII students. The sample is representative of the research population. The sample was determined using random sampling so that two classes with a total of 60 students from class VIII were selected as research samples for the experimental class and control class.

Data resulting from the teaching and learning process were analyzed using quantitative data analysis. Researchers compare the means of descriptive statistics when examining quantitative data. To find out the differences before and after the test, the average pre-test and post-test scores were compared. These results were compared by researchers. There are three different types of data description: preliminary investigation and hypothesis.

## RESULT AND DISCUSSION

### Data Normality Test

To test this hypothesis, the Kolmogorov-Smirnov test was used. The calculation results are presented in Table 1 below:

One-Sample Kolmogorov-Smirnov Test			
N		30	30
Normal Parameters <sup>a</sup>		46.50	48.17
Most Extreme Differences	Mean	10.680	10.462
	Std. Deviation	.159	.219
	Absolute	.159	.219
Kolmogorov-Smirnov Z		-.144	-.214
Asymp. Sig. (2-tailed)		.872	1.199
		.432	.113
a. Test distribution is Normal.			

Based on Table 1 above, it can be seen that the normality calculation result of the pre-test data for the contextual model class is 0.432 and the normality calculation result for the data in the conventional class is 0.113. Each of these calculation results, both contextual class and conventional class, is greater than sig.  $\alpha = 0.05$ . Thus it can be concluded that  $H_0$  which states that the data is normally distributed for contextual classes and conventional classes is acceptable. In other words, the pre-test result data for contextual classes and conventional classes have data that is normally distributed.

Furthermore, for the post-test results, the requirements for data analysis are that the assumption of normality of the distribution of the data to be analyzed must be met. The data normality test used in this study used the Kolmogorov- Smirnov test. The hypotheses tested to determine the normality of the data are:

$H_0$  : The sample comes from a normally distributed population.

$H_a$  : The sample comes from a population that is not normally distributed.

The test criteria are if the calculated price is  $> \alpha=0.05$  then  $H_0$  is accepted, then the sample comes from a normally distributed population and the calculated price is  $< \alpha=0.05$  then  $H_0$  is rejected, then the sample does not come from a normally distributed population. To test this hypothesis, the Kolmogorov-Smirnov test was used. The calculation results are presented in Table 2 below:

**Table 2. Normality Test Results of Student Post-test Data**

One-Sample Kolmogorov-Smirnov Test			
N		30	30
Normal Parameters <sup>a</sup>		76.83	67.67
Most Extreme Differences	Mean	11.780	8.277
	Std. Deviation	.106	.126
	Absolute	.090	.126
Kolmogorov-Smirnov Z	Positive	-.106	-.111
	Negative	.580	.692
Asymp. Sig. (2-tailed)		.889	.724
a. Test distribution is Normal.			

Based on Table 2, it is known that the results of the post-test data normality test for students' English vocabulary abilities in the contextual model class was 0.889 and in the class using the conventional method it was 0.724. Each of these calculation results is greater than sig.  $\alpha = 0.05$ . Thus, it can be concluded that the post-test results of students' English vocabulary skills for the outing class- based contextual learning model class and the conventional learning method class have data that is normally distributed.

### Data Homogeneity Test

**Table 3. Homogeneous Test of Student Vocabulary Ability Data**

Levene's Test of Equality of Error Variances <sup>a</sup>				
Dependent Variable: Hasil Tes				
F	df1	df2	Sig.	
1.351	5	54	.257	
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.				

Based on Table 3 it can be seen that the Fcount value is 0.257 which is greater than sig.  $\alpha = 0.05$  ( $0.257 > 0.05$ ), so that H0 which states there is no difference in variance between data groups can be accepted. This shows that the two groups of data on students' English vocabulary abilities in classes using contextual learning models based on outing classes and classes using conventional learning methods have homogeneous data variance.

Thus, it can be concluded that the pre-test and post-test data obtained on students' English vocabulary skills have met the analysis requirements for both data normality requirements and data homogeneity requirements. So by fulfilling these requirements, research hypothesis testing can then be carried out to determine whether or not there is an influence of the learning model used on students' English vocabulary abilities.

**Table 4. Independent Sample Test**  
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
					Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Post- Equal test variances assumed Equal variances not assumed	4.910	.031	3.487	58	.001	9.167	2.628	3.905	14.428
			3.487	52.023	.001	9.167	2.628	3.892	14.441

Based on Table 4 regarding the output of the Independent Samples Test in the Equal variances assumed section, it is known that the significant value (2- tailed) is  $0.001 < 0.05$ , so as a basis for decision making in the independent sample t-test it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. Thus, it can be concluded that there are differences in students' English vocabulary abilities in classes using contextual models based on outing classes and classes using conventional learning methods.

Based on the table above, it is also known that the mean difference is 9.167. This value shows the difference between the average value of students' vocabulary abilities in contextual classes and conventional classes, namely  $76.83 - 67.67 = 9.167$  and the difference is 3.905 to 14.428. This also proves that there is an influence of the outing class-based contextual learning model on students' English vocabulary skills at the MTs laboratory at UIN-SU Medan.

### Discussion

Based on the calculation results in the Independent Samples Test output in the Equal variances assumed section, it is known that the significant value (2- tailed) is  $0.001 < 0.05$ , so as a basis for decision making in the independent sample t-test it can be concluded that  $H_0$  is rejected and  $H_a$  is accepted. Thus, it can be concluded that there are differences in students' English vocabulary abilities in classes using contextual models based on outing classes and classes using conventional learning methods.

A learning model is a framework or approach used by educators to direct the teaching and learning process. This model includes methods, strategies and techniques applied to achieve educational goals. Each learning model has special characteristics and steps designed to optimize learning according to student needs. For example, the constructivist learning model emphasizes the active role of students in building knowledge through direct experience and social interaction. Meanwhile, the cooperative learning model emphasizes cooperation between students to achieve joint learning goals. Choosing the right learning model is very important because it can influence the effectiveness of learning and the achievement of expected learning outcomes.

The contextual learning model is an educational approach that connects subject matter to real world situations, so that students can see the relevance and benefits of what they are learning. This approach aims to make learning more meaningful and applicable for students, so that they are more motivated and involved in the learning process. The contextual learning model involves a variety of strategies, such as project-based learning, case studies, and simulations, that allow students to apply their knowledge and skills in real contexts. In this way, students can develop deeper understanding, critical thinking skills, and

problem-solving abilities. This approach also encourages cooperation and collaboration among students.

Conventional methods in learning refer to traditional approaches that are generally used in the formal education system. These methods are often teacher-centered, with the teacher acting as the primary source of knowledge and students as passive recipients. The learning process usually takes place in the classroom in a lecture format, where the teacher delivers material orally and students listen and take notes. Assessment in this method generally focuses on written tests and exams, which emphasize the student's ability to remember and reproduce information. Although conventional methods have advantages, such as clear structure and easier classroom management, this approach is often criticized for its lack of interactivity and student engagement. These methods may also not always be effective in developing the critical and creative thinking skills needed in the modern world. Therefore, many educators are trying to combine conventional methods with more innovative approaches to improve the quality of learning.

The contextual learning model is superior to conventional methods because it is able to create a more meaningful and relevant learning experience for students. In the contextual model, students not only memorize information, but also apply the knowledge in real-world situations, which improves understanding and retention. This approach emphasizes students' active involvement, encouraging them to think critically and solve problems through projects, case studies, and simulations. Additionally, the contextual model facilitates collaborative learning, allowing students to work together and learn from each other, which develops social and communication skills. While conventional methods tend to be teacher-centered and focus on passive delivery of information, contextual models provide space for students to explore, discuss, and integrate various disciplines in their learning. As a result, students are more motivated and engaged, and better prepared to face real-world challenges with relevant knowledge and skills.

The contextual learning model supports students' vocabulary abilities by connecting new words with real contexts and everyday experiences. Through this approach, students not only learn definitions of words in isolation, but also understand their use in relevant sentences and situations. Activities such as reading meaningful texts, discussing specific topics, and participating in projects or simulations, allow students to see and use new words directly. In addition, contextual learning often involves social interaction and cooperation between students, which encourages them to talk and listen to each other, thereby enriching their vocabulary through dialogue and exchange of ideas. Thus, the contextual model not only expands students' vocabulary, but also improves their ability to use these words appropriately and effectively in everyday communication.

Several previous research results are also in line with the results of research carried out, namely research Lailan Syamita Lubis (2023) with the title *The Influence of the Contextual Teaching and Learning (CTL) Learning Model on the English Vocabulary Ability of Class V Students at SDN 050662 Stabat*. The research results prove that the learning model and learning motivation on students' English vocabulary skills is 0.008 because  $\text{sig. } 0.008 < 0.05$ , so the hypothesis test results reject  $H_0$  or accept  $H_a$  at an alpha level of 5%.

Fajar (2014) research entitled *Application of a Contextual Approach to Improve Mastery of English Vocabulary*. The results of the research concluded that the application of a contextual approach can improve mastery of the use of English vocabulary in class XII IPA 2 students at SMA Negeri 1 Makassar City. Mastery of the use of English vocabulary through a contextual approach in the first cycle was in the good category but had not yet achieved the specified learning completeness, then in the second cycle was in the very good category and had fulfilled the specified learning completeness because the learning completion reached 100 percent. Judging from students' learning activities in taking English

lessons using a contextual approach, students are increasingly active in terms of actively listening or paying attention to the teacher's explanations about vocabulary.

Fathoni (2021) research entitled *The Influence of Cooperative Learning Methods and Vocabulary Mastery on English Reading Comprehension*. The research results concluded that there was a significant influence of cooperative learning methods on English reading comprehension of private Madrasah Aliyah students in Karawang. This is proven by a Sig value of  $0.000 < 0.05$ , with Fcount = 15.638. Furthermore, there is a significant influence of vocabulary mastery on English reading comprehension of Private Madrasah Aliyah students in Karawang. This is proven by the Sig value of  $0.047 < 0.05$ , with Fcount = 4.058. Lastly, there is a significant interactive influence of cooperative learning methods and vocabulary mastery on English reading comprehension of Private Madrasah Aliyah students in Karawang. This is proven by the Sig value of  $0.016 < 0.05$ , with Fcount = 6.062.

Research by Nur Ikhsan dkk (2023) entitled *Analysis of Difficulties and English Vocabulary Learning Media for Students at SMP Negeri 2 Gebang*. The research results concluded that the results of data analysis showed that around 22 students (78.57%) got a score below 60. Meanwhile, there were 6 students (21.43%) who got a score above 60. Based on the results of interviews and observations, several teachers use digital learning media to attract students' interest in class, namely WhatsApp, Google classroom and the Quizziz application. For this reason, further research can maximize learning which can increase English vocabulary.

Juslaini dkk (2022) research entitled *Implementation of Outing Class- Based Contextual Learning to Improve Primary School Student Learning Outcomes in Jeneponto Regency*. The results of the research concluded that there was an increase in learning when implementing outing class-based contextual learning both in teacher and student activities and student learning outcomes. The conclusion of this research is that teacher teaching activities and student learning activities have increased. Student learning outcomes in cycle I were in the poor category, while in cycle II student learning outcomes had increased to be in the good category in terms of the percentage of completeness of student learning outcomes and the application of outing class-based contextual learning media could improve the learning outcomes of class students.

Proving the importance of contextual learning models can be seen from various educational research and practices that show significant improvements in student understanding and engagement. The contextual model emphasizes the relevance of learning material to everyday life, which helps students relate new knowledge to their own experiences. This not only makes learning more interesting, but also improves long-term retention of information. Research shows that students who learn through real contexts tend to be better at remembering and applying knowledge compared to those who learn through conventional methods. In addition, contextual learning encourages the development of critical thinking and problem solving skills, which are essential in facing real-world challenges. Learning that involves collaboration and social interaction also improves communication and cooperation skills between students. Thus, the contextual model not only enriches the learning experience, but also prepares students with skills and knowledge that are more relevant and applicable for their future.

The contextual learning model enlivens the learning atmosphere because it integrates learning material with real world situations and students' daily experiences. This approach makes the learning process more dynamic and interesting, because students can see the direct relevance of what they are learning. For example, through collaborative projects, case studies, and simulations, students are invited to actively participate, discuss, and work together in completing challenging tasks. This active engagement not only facilitates deeper understanding, but also creates a more interactive and enjoyable learning environment. Teachers can also use a variety of media and learning resources to support the learning



context, such as videos, articles and teaching aids. Thus, the contextual learning model not only makes the class atmosphere more lively, but also motivates students to be more enthusiastic in exploring and understanding the lesson material.

The contextual learning model activates students by involving them directly in the learning process through situations and experiences that are relevant to real life. In this approach, students are not only passive recipients of information, but also actively participate in various activities that require them to think critically, collaborate, and solve problems. For example, through context-based projects, group discussions, and practical simulations, students are encouraged to apply their knowledge in real, meaningful scenarios. These activities make students more emotionally and intellectually engaged, thereby increasing their motivation and interest in learning. Additionally, the contextual model encourages students to ask questions, communicate, and share ideas with their peers, which helps develop social and communication skills. Thus, the contextual learning model not only activates students in the learning process, but also equips them with the important skills needed to be successful in the real world.

Thus it is important for teachers to adopt contextual learning models because this approach significantly increases the effectiveness of teaching and learning. By using contextual models, teachers can make lesson material more relevant and interesting for students, thereby increasing their motivation and involvement in the learning process. This model also allows teachers to relate abstract concepts to real-world situations, helping students understand and apply knowledge practically. In addition, the contextual model encourages the use of various interactive methods, such as group discussions, collaborative projects, and simulations, which not only enrich the learning experience but also develop students' social and communication skills. Implementing this model also gives teachers the flexibility to adapt teaching strategies according to students' needs and interests, creating a more inclusive and dynamic learning environment. Therefore, for teachers, adopting a contextual learning model is a strategic step to improve the quality of education and prepare students to face challenges in the real world.

### **Research Limitations**

The research was carried out as best as possible, this was done so that conclusions could be obtained that truly reflected the effects of the treatment given. However, the implementation of this research is not free from shortcomings and weaknesses due to things that cannot be controlled and avoided which can affect the research results. Various weaknesses felt during conducting this research include:

1. This research is only limited to measuring the effect of using learning models on students' English vocabulary skills, without considering other factors that can actually influence students' success and abilities, other factors such as facilities and infrastructure, competence in delivering material and classroom management can also influence.
2. School facilities and infrastructure are inadequate, so the use and provision of reading materials is less than optimal. Teachers need creativity to look for alternative ways so that they can still optimize the increase in students' abilities in vocabulary, especially English.

### **CONCLUSION**

Based on the results of research and data analysis using the mean difference test or t test, it can be concluded that there is an influence of the outing class-based contextual learning model on the English vocabulary of class VIII MTs Laboratory UINSU Medan.

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