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TEACHING ENGLISH VOCABULARY THROUGH CONTEXTUAL LEARNING WITH CONCRETE MEDIA: A STUDY ON THE 3RD GRADE STUDENTS AT MI KALISIDI 02

ABSTRACT

The application of contextual learning through concrete media in English teaching for third-grade students at MI Kalisidi 02 was conducted to address students' low engagement and difficulty in mastering English vocabulary. Classroom observations revealed that English learning was predominantly focused on memorization, which led to students' boredom and the perception that English vocabulary was difficult to learn. Therefore, this final project aimed to improve students' motivation and understanding of English vocabulary through the implementation of contextual learning using concrete media related to students' daily experiences. This study employed a classroom-based instructional approach consisting of three main stages: planning, implementation, and evaluation. The implementation focused on the topic Things in the Kitchen and involved several learning activities, such as greeting students through songs, creating a mini kitchen corner in the classroom, using simple dialogue cards, providing varied worksheets, and strengthening students' listening and speaking skills. The findings from the summative assessment indicated that the use of concrete media in contextual learning significantly increased students' learning motivation and improved their understanding

of English vocabulary. Students became more active and engaged during the learning process. In conclusion, contextual learning supported by concrete media is effective in creating a more interactive and meaningful English learning environment for primary school students.

Keywords: contextual learning, concrete media, English vocabulary, primary education.