CHAPTER I

INTRODUCTION

1.1 Background of the Study

The writer founds that English learning at the primary school level, especially the 3rd grade of MI Kalisidi 02, often faces various challenges, including students' lack of interest, difficulties in understanding foreign language concepts, and limited use of effective learning media. English instruction in the 3rd grade of MI Kalisidi 02 still tends to rely on conventional methods such as lectures and memorization, which do not encourage students' active involvement in the learning process. However, considering that MI students are at an elementary age, they require learning experiences that are more concrete, interesting, and closely related to their daily life. Therefore, Contextual Teaching and Learning (CTL) based on concrete media is considered an effective solution to address these problems, as it connects academic material with real-life situations and promotes meaningful learning (Johnson, 2002). This approach emphasizes meaningful learning by connecting material to real situations through physical props, images, everyday objects, and game simulations. Concrete media, such as flashcards and real objects, provide meaningful learning experiences that allow students to connect vocabulary with real-life contexts. This approach is consistent with the Contextual Teaching and Learning (CTL) model, which has been proven to improve students' vocabulary mastery and learning motivation in primary school settings (Azzahra & Kaniadewi, 2025). According to Rahman (2019), contextual learning can improve student motivation and learning outcomes, which are in line with the needs of students in schools.

Concrete media-based learning application in MI Kalisidi 02 has not been implemented effectively, as a teaching still tends to rely on conventional methods such as lectures and memorization, which limit students' active engagement and meaningful interaction with learning materials. Therefore, this study aims to implement concrete media- based contextual learning in English learning for 3rd grade students of MI Kalisidi 02 to increase their understanding and interest in learning.

Contextual learning allows students to connect the subject matter with their daily experiences (Nurhadi, 2020). When English vocabulary material is delivered with the help of real objects, students more easily understand the meaning and use of the word. Concrete media such as fruits, stationery, or kitchen objects can be a bridge between language symbols and reality that is familiar to students.

MI Kalisidi 02 as one of the Islamic schools located in a rural environment, has the characteristics of active students but still has limitations in mastering English vocabulary. Based on the results of observations in grade 3, writer found that students tend to get bored quickly in learning English because the methods used have not touched their daily lives.

Thus, the application of contextual learning methods based on concrete media was chosen as a solution to increase student involvement in English learning, especially in the aspect of vocabulary mastery. This strategy is expected to provide a fun, meaningful, and sustainable learning experience for students.

This performance work was carried out to explore concrete media-based contextual learning on vocabulary mastery in Things in the kitchen English lessons for 3rd grade students of MI Kalisidi 02. With this study, it is hoped that more effective contextual learning strategies can be found to create a supportive English learning atmosphere, so that students can learn easily in mastering English

vocabulary. The results of this Performance Work are also expected to be a reference for improving intellectual learning based on sustainable concrete media for schools and having a good impact on the quality of education.

1.2 Scope of Service and Development

Creating a learning culture that supports student development at the academic level that can be done with the method of contextual learning in English lessons in grade 3. To achieve the goal in learning English class 3 in the material Things in The Kitchen, the writer strives to create a contextual learning strategy. The scope of actions related to the intellectual learning strategy includes:

a. Creating a fun learning atmosphere

   The existence of songs and physical activities in learning through role play activities.

b. Instructional Media

   Procurement of learning media in accordance with learning materials such as objects commonly found in the kitchen through a mini kitchen corner in the classroom for English learning of Things in the Kitchen material and simple dialogue cards.

c. Diverse worksheets preparation

   Procurement of diverse worksheets sorted according to the level of student understanding is very important to improve students' understanding of the learning materials presented.

d. Involvement of people around

   In practice, English is used to communicate with others, so the involvement of classmates or other people in the school and home environment is

necessary.

Innovations in the development of contextual learning methods: Integrating English skills in English learning in the classroom uses a contextual learning method that integrates learning activities using concrete media to improve students' vocabulary mastery and achieve learning goals, such as by conducting role play dialogues using simple English dialogue cards in mini kitchen corners provided in the classroom using kitchen objects. This makes it easier for students to associate learning with the real world so as to improve students' mastery of English vocabulary.

1.3 Objectives of the Teaching Program

1.3.1. General Objectives

The objective of this final project is to describe the process of teaching students' English vocabulary through concrete-based media.

1.3.2. Specific Objectives

1) For Schools

- Provide guidance for schools in the provision of adequate intellectual media facilities
- Improve the development of English language learning methods that are contextual and relevant to the needs of elementary school-age students.

2) For Teachers

- Improve the experience for teachers in creating English learning methods through varied learning
- Improve the teacher's ability to choose learning media that suits students' interests and needs

3) For Students

- Improve student learning motivation through fun, contextual learning
- Develop Student’s ability in mastering English vocabulary.

1. 4 Significance of the Final Project

1.4.1. Significances for university

a. Implement the Tri Dharma of Higher Education, especially in the aspect of Community Service.

b. Provide data and field experience that can be a reference for improving academic programs.

1.4.2. Significances for MI Kalisidi 02

a. Become a reference for the school in improving sustainable contextual learning methods and having a real impact on the quality of education.

b. Increase students' learning motivation in English lessons through interesting learning methods.

1.4.3. Significances for students:

a. Provide learning experience to improve students' English vocabulary skills

b. Create a contextual learning strategy

c. Cultivate a reflective and critical attitude towards educational practices

d. Add new understanding for students in carrying out educational practices and solving real problems in school