IMPROVING STUDENTS' VOCABULARY MASTERY IN LEARNING ENGLISH USING CONTEXTUAL TEACHING AND LEARNING (CTL):
A CLASSROOM ACTION RESEARCH OF THE FOURTH YEAR STUDENTS OF SD DJAMA’ATUL ICHWAN (DJI) SURAKARTA IN 2005/2006 ACADEMIC YEAR

RESEARCH PAPER
Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

by
SUGIARTI
A 320 020 062

ENGLISH DEPARTMENT
SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2006
APPROVAL

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2005/2006 ACADEMIC YEAR

Accepted to be Examined by
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TESTIMONY

Herewith, I testify that in this research paper, there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree of a university, nor there are opinions or master piece which have been written or published by others, except those which the writing are referred in the manuscript and mentioned in literary review and bibliography.

Hence, later, if it is proven that there are some untrue statements in this testimony, hence I will hold fully responsible.

Surakarta, 10 October 2006

S U G I A R T I
NIM. A 320020062
MOTTO

١٠٠ ﻋَنَّ ﺑِ鹎َرَ ﻲَسْرًا

Sesungguhnya sesudah ada kesulitan, ada jalan keluar (kemudahan)
(Q.S. Al-Insyiroh : 6)

No venture, no gain
(Proverb)

Hiduplah sesuka hatimu, sesungguhnya kamu pasti akan mati.
Cintailah siapa saja yang kamu senangi,
sesungguhnya kamu pasti akan berpisah dengannya.
Lakukan apa saja yang kamu kehendaki, sesungguhnya kamu
akan memperoleh balasannya.
(Wise man)

Keep praying and be a positive thinking!
(Sugiartti)
DEDICATION

From the deepest of my heart, the writer would like
to dedicate this research paper to:

♥ Allah SWT, the Lord of the Universe

♥ My prophet Muhammad SAW

♥ My beloved father and mother

♥ My beloved lovely sisters

♥ My beloved grand fathers and grandmothers

♥ Someone who will always accompany me
   in my worship in my future life

♥ All of my dearest nice friends

♥ Ex-MUECERS

♥ All MUECERS

♥ Everyone who wants to be my family
Acknowledgement

First of all, the writer would like to say Alhamdulillahi robbil’alamin as her grateful thanks to Allah SWT who has blessed, given wonderful love; strength and guidance; and shown the truth in the path of life to the writer. Hence, she can entirely accomplish this research paper entitled "Improving Students’ Vocabulary Mastery in Learning English Using Contextual Teaching and Learning (CTL): A Classroom Action Research At The Fourth Year Students of SD Djama’atul Ichwan (DJI) Surakarta in 2005/2006 Academic Year". She believes that there is nothing she can do without Him.

Secondly, the writer is also aware that it is not far away from any help and advice of people surrounding her. In this opportunity, therefore, the writer would like to express her great gratitude and appreciation to the following persons who have already helped her in the process of writing this research paper:

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Last but not least, the writer is fully aware that this research paper is incomplete yet and still far from being perfect. Therefore, the writer would be grateful for any correction and comments from the readers to make it better.

Surakarta, 10 August 2004

The Writer
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LIST OF ABBREVIATION

CTL : Contextual Teaching and Learning
S  : The student’s mastery in %
R  : The student’s right answer
N  : The maximum number of the whole answer
SM : Standard Mark (100)
Σx : The total score
N  : Number of students
ΣR : The total of the students’ right answer
This research is aimed to know whether or not the students have adequate vocabulary mastery in learning English, to know the student’s participation during English teaching learning process using CTL to improve students’ vocabulary mastery, and to describe the achievement of the students’ vocabulary mastery in their test result. The result of this study hopefully will give contribution in learning English.

In this research, CTL is used to improve students’ vocabulary mastery in learning English using. This research was carried out at SD Djama’atul Ichwan, especially in class IV B that consists of 45 students. To collect the required data, the writer did observation, gave test, and used documentation. There were three cycles in this action research in which each cycle used pre-test and post-test. She analyzed the data by comparing the result of pre-test and post-test. The results of pre-test and post-test were used to know the score of the vocabulary mastery. The mean of the students’ vocabulary mastery after the teacher did the action was 77.35 % that belongs to good category and the mean of the students’ mean score was 77.27. While, before the teacher did the action, the mean of the students’ vocabulary mastery was 45.06 % that belongs to fair category and the mean of the students’ mean score was 45.17.

Based on the research finding, it can be concluded that the result of the students’ achievement showed that Contextual Teaching and Learning (CTL) in teaching vocabulary could improve the students’ participation and achievement better. The students’ score was getting better in each cycle. It indicated that the teaching learning process was successful in which both the researcher and the students gained the objectives.

Therefore, it is better for the students to study English carefully through practice and experience, and to be active and creative in learning English. While the English teacher should teach the students with CTL, process considerable knowledge to manage an interesting classroom, and prepare the lessons they are going to teach as well as possible.

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