

**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

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**ENGLISH DEPARTMENT
SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2006

APPROVAL

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**IMPROVING STUDENTS' VOCABULARY MASTERY IN LEARNING
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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

SUGIARTI
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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

Sesungguhnya sesudah ada kesulitan, ada jalan keluar (kemudahan)

(Q. S. Al -Insyi roh : 6)

No venture, no gain

(Proverb)

Hiduplah sesuka hatimu, sesungguhnya kamu pasti akan mati.

Cintailah siapa saja yang kamu senang,

sesungguhnya kamu pasti akan berpisah dengannya.

Lakukan apa saja yang kamu kehendaki, sesungguhnya kamu

akan memperoleh balasannya.

(Wi se man)

Keep praying and be a positive thinking!

(Sugi arti)

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 be like to say Alhamdulillahil'amin 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:

1. Drs. H. Sofyan Anif, M.Si., the Dean of School of Teacher Training and Education of Muhammadiyah University of Surakarta.
2. Koesoemo Ratih, S.Pd., M.Hum., the Head of English Department of School of Teacher Training and Education of Muhammadiyah University of Surakarta, who has given the writer supports and permissions to write this research paper.
3. Drs. Martono, M.A., as her first consultant for his great helps, who has been willing to give guidance, advice, and encouragement from beginning up to the completion of this research paper.

4. Dra. Aryati Prasetyarini, as her second consultant, who has also given the writer guidance, corrections, and suggestion in accomplishing this research paper for better result.
5. Thanks to Dra. Dwi Haryanti, M.Hum., for the time to take a part in supporting, guiding, and advising her in finishing the research paper.
6. All of the lectures of English Department of Muhammadiyah University of Surakarta, who have transferred a lot of knowledge and skills to the writer.
7. Hj. Siti Hani'ah, the headmaster of SD Djama'atul Ichwan Surakarta, who has given the writer permission to do the research in her school.
8. Miss. Wulandari, the ex-English teacher of the fourth year students. Thank you for helping the writer in conducting the research.
9. Her best gratitude to her beloved Mom and Father, thanks for their love, endless prayer, best wishes, support, and everything during her life. They mean a lot to her as figures who have influenced her life from nothing until she become her today.
10. Her beloved sisters (Mba' Lutia and De' Watiq), thanks for your love, advices, pray, support, and everything.
11. All of her big family in Sukoharjo who always care with her (Thanks for everything), Mas Hardy in ITS (Thanks for the greatest support, pray, advice, and motivation), and her beloved granny (I love you with all of my heart).
12. Her beloved best friends (Aning, Dessy, Mursyid, Aries, Fatmi, Rani, and Manies) who always love, motivate, pray and give her their shoulders to cry on.
13. Her both nice friend and brother, Mas Risyad, who always prays, supports, advices, cares, and helps her. Thanks for all!

14. Her beloved close friends (Hesty Eko, Lilis, Ritha, Ndari, Sitty, Anita, and Hesty Probo) who make her days colourful with their love, joke and support. (Don't forget our great adventures, galz!!)
15. Her beloved lovely and real friends (Sofri, Rini Maulani, and Anthin) who always give her love; care; advice; support, and make her smile (You will always be in her heart).
16. All MUECERS and ex-MUECERS (Febby, Rindu, Mas Henry, Rindang, Alex, Dian, Indra, Fillo, Sigit, Juwita, Sapto, Dina, Anggar, Erick, Ninik, Farah, Adi, Sarah, Tina, Alvin, Nurul, Mba' Nita, Nyit-Nyit, Ari, Mba' Rodli, Mas Awan, Mas Paul, Mba' Adi, Mas Irfan, Mba' Tanti, Mba' Lia, Mba' Evi, Mba' Mitha, Mas Rinto, Mas Mucklis, and all of those who cannot be mentioned one by one). Thanks for love, support, and for being a great family for her. Her best regard is always for all of you!
17. Mr. Bambang in "BJ Comp", thanks a lot for being very kind, patient, and friendly in typing her research paper (Allah SWT always blesses you!).
18. All of her family in LPBI HARVINDO (Mr. Jo, Miss Hermin, Ms. Puji, Miss Wulan, Miss Kiki, Miss Ike, Miss Enny, Miss Jamilah, Mr. Widi, Mr. Bagus, Miss Vivi, Ms. Ina, and Ms. Diyah), thanks for the greatest support, love, pray, and experience.
19. Her group of drama "STAR GIRL" (Syahara, Risna, Daning, Ummul, "all cheerleaders", Ruditha, Yanti, Mareta, Kephis, Eko, Hanafi, Catur's GANK, Yoyok, and all of those who cannot be mentioned one by one) for love, fun, joke, and wonderful moment. That was a great gift to her B'day (Miss you all!!).
20. All of family in English Department '02, especially in class B who cannot be mentioned one by one, thanks for great friendship during and after her study.

21. All of those who have helped in finishing this research paper and who cannot be mentioned one by one.

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

SUMMARY

Sugiarti. A 320 020 062. IMPROVING STUDENT'S VOCABULARY MASTERY IN LEARNING ENGLISH USING CONTEXTUAL TEACHING LEARNING (CTL): A CLASSROOM ACTION RESEARCH OF THE FOURTH YEAR STUDENTS OF SD DJAMA'TUL ICHWAN (DJI) SURAKARTA IN 2005/2006 ACADEMIC YEAR. Muhammadiyah University of Surakarta. 2006.

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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