

**INCREASING VOCABULARY MASTERY THROUGH INCIDENTAL
AND CONTRIVED LEARNING FOR THE FIRST YEAR STUDENT OF
MACHINE ENGINEERING OF SMK NEGERI 2 KLATEN**



RESEARCH PAPER

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

by

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2011

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MACHINE ENGINEERING OF SMK NEGERI 2 KLATEN**

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CONTRIVED LEARNING FOR THE FIRST YEAR STUDENT OF MACHINE
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TESTIMONY

I hereby assert that there is no plagiarism in this research paper. There is no other work that has been submitted to obtain the bachelor degree and as far as I am concerned there is no opinion that has been written or published before, except the written references which are referred in this paper and mentioned in the bibliography.

If any incorrectness is proved in the future dealing with my statement above, I will be fully responsible.

Surakarta, June 2011

(ANITA SARI DEWI)

MOTTO

“Jalani hidup dengan tenang seperti karang, meski gelombang yang disajikan oleh Allah SWT, pemilik jagad dan jasad kita tidak pernah berhenti menghantam, disitulah buih-buih akan terlepas, dan bila perasaan takut menghalangi gerakmu hadapilah kenyataan yang ada dengan tersenyum.

Tanyalah dirimu tanpa bosan apa yang dapat saya pelajari dari semua ini”.

(B-D-Zainsyah)

“Sesungguhnya Allah SWT tidak merubah keadaan sesuatu sehingga mereka merubah keadaan yang ada pada diri mereka sendiri”

(Q.S. Ar Ra'du: 11)

DEDICATION

This research paper is dedicated to :

1. My beloved father and mother,
2. My beloved all of my brother and my sisters,
3. My lovely “AJ”,
4. All of my friends in English Department, and
5. My Almamater.

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7. The writer's lovely "AJ".
8. All of her friends in Proyek Bengawan Solo Street and Ibrahim Boarding House.
9. All libraries who have given permission to get privileges in using the required references.
10. All people who helped the writer.

She realized that this research paper is far from being perfect because of her limited capability, thus, revision, suggestion and structural criticism, are hoped for the perfection of this work. She wishes this research paper would be useful and helpful to all readers. Amien.

Wassalamu'alaikum Wr. Wb.

Surakarta, July 2011

Anita Sari Dewi

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SUMMARY

Anita Sari Dewi. A. 320 020 002. INCREASING VOCABULARY MASTERY THROUGH INCIDENTAL AND CONTRIVED LEARNING FOR THE FIRST YEAR STUDENT OF MACHINE ENGINEERING OF SMK NEGERI 2 KLATEN. Research Paper, Muhammadiyah University of Surakarta. 2011.

This research aims to increase vocabulary mastery through incidental and contrived learning for the first year student of machine engineering of SMK Negeri 2 Klaten. The objectives of this research is to describe the implementation of incidental and contrived learning to increase the student's vocabulary mastery at the first year of Engineering of SMK Negeri 2 Klaten and describe the advantages and disadvantages of teaching vocabulary by using incidental and contrived learning.

This research is classroom action research. The analysis is qualitative method where the data are taken from documentation, interview, test, and observation analysis. The object of the study is the implementation of incidental and contrived learning to increase the student's vocabulary mastery to the first year students of Mechanical Engineering of SMK Negeri 2 Klaten.

The result of the research shows that incidental and contrived learning can increase the students' vocabulary mastery. Before the observation, the teacher's teaching technique was monotonous and the students easily get bored. The students tended to speak with other friends than listen to what the teacher said, so the material cannot be learned well, so the result of vocabulary mastery us poor. After the observation using incidental and contrived learning, the vocabulary mastery of the first year students of Mechanical Engineering of SMK 2 Klaten increases. The advantages of using Incidental and Contrived learning on teaching vocabulary are: The material are flexible, depending on the atmosphere or the situation within the class, the student will not get bored if the teacher able to use the method correctly, the students will have an extra new vocabulary from the new material of incidental learning, the teacher can create their own technique with the incidental learning. The disadvantages of using Incidental and Contrived learning on teaching vocabulary are: the students were confused when sometimes teacher changed the material that is not based on the curriculum, the teacher needed more material from the both incidental and contrived learning.

Keyword: vocabulary, incidental and contrived learning

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