ABSTRACT

Sahal, Ahmad 2015. An Error Analysis of the English Writing Recount Text Task Made By the Eight Grade Students At SMP Ma’arif 2 Mayong Karangbinangun in the Academic Year 2014/2015. Skripsi, English Department, Faculty of Teacher Training and Education, Lamongan Islamic University.

Advisors : (1) R.Chusnu Yuli, M.Pd. (2) Drs.H.M. Tsalits Fahami, MM

Keywords : writing, error analysis, recount text

Writing is a personal act in which writer takes ideas and transforms them into a certain topic without facial expression. Writing may be very important for one group of students but much less important for others. The students have deeper insight into any subject. Writing enhances personal and community relationship, whether the students need to persuade or to inform. Moreover, writing can help the students the reach to goals and understand more in grammar and structure mastery. In this research there are two purposes. They are (1) to know the types of error in writing recount text made by the eight grade students of SMP Ma’arif 2 Mayong Karangbinangun in the academic year 2014/2015 (2) to know the most dominant error in writing recount text made by the eight grade students of SMP Ma’arif 2 Mayong Karangbinangun in the academic year 2014/2015.

This research is descriptive qualitative. The respondents are 21 of the eight grade students of SMP Ma’arif 2 Mayong Karangbinangun . The procedure of data analysis are identifying, classifying, counting, analyzing, interpreting and describing the error.

The results of this research are (1) the errors made by the students can be categorized into four types of error, namely: error of omission, error of addition, error of misformation and error of misordering. (2) The total errors made by the students are 67 items. They consist of omission 5 (7,46%), addition 8 (11,94%), misformation 49 (73,13%), and misordering 5 (7,46%). It shows that the most dominant error is error of misformation. It causes the students mistake in using morpheme or structure. The students often omit, add and change any grammatical morpheme in writing narrative text construction.

Finally, the suggestion goes to the students to improve their ability in grammar especially in simple past tense in writing recount text. For English teachers they should make the practice effectively, and should be creative in using teaching technique, and for the researcher. It is hoped that this study can be used as information to conduct a further research dealing with English tenses.
ABSTRACT


Advisors: (1) Chothibul Uman, M.Pd (2) Moh.Nurman, M.Pd

Keywords: Students’ reading interest, reading comprehension ability

The students learn English means they try to master four language skills. Four language skills are listening, writing, speaking and reading. In this case, however reading comprehension tends to represent all of those skills, because through reading activity, the students will gain knowledge or new information or new vocabulary from written material. The facts have denoted that success in reading comprehension depends not only on teachers information but also good individual interest. Dealing with the interest in reading, the formulation problem in this skripsi is investigating the correlation between reading interest and reading comprehension ability a case study of the tenth year students at SMK Unggulan Al Manshuriyah Lamongan in 2014/2015.

The reading interest is based on two variables. They are intrinsic interest and extrinsic interest. In general, the objective of research is to test whether there is correlation between reading interest and reading comprehension ability. To answer this question, it needs to exact formula to answer it, and instruments that support it like: the population, data collection, etc. the population of this research is the tenth year students of SMK Unggulan Al Manshuriyah Lamongan in 2014/2015. The number of population is 221 students. And proportional random sampling technique is used. The sample is 36 students or one class. For collecting the research data questionnaire and test are employed. Finally, the analysis technique employs the statistical computation by using raw number formula correlation product moment analysis.

Based on the data analysis and testing hypothesis, it can be concluded that there is significant correlation between reading interest and reading comprehension ability a case study of the tenth year students of SMK Unggulan Al Manshuriyah Lamongan in 2014/2015. It is shown by the table product moment on the last appendixes. Table product moment shows, $t_{label}$ from 34 (result of free degree formula) is 0.344. And the result of $t_{value}$ is 2.598. It means $t_{value}$ is higher than $t_{label}$ or there is significant correlation between reading interest and reading comprehension ability.
Minchatul Maula. 2014. An Analysis of Krama Javanese Shift of students in MI Bustanul Ulum Putat Weduni Deket Lamongan in academic year 2014-2015. Skripsi, English Department, Faculty of Teacher Training and Education, Lamongan Islamic University.

Advisors: (1) Erny Trysiani, M.Pd
(2) Drs. Syarif Hidayatullah

Keywords: Language shift, Krama Javanese

This research is aimed at identifying the factors of language shift and the parts of speech. The phenomena of language shift attracts the researcher to have a study because of realizing that language is one of cultural identity and tool of communication in transforming values, knowledge, and message in a society. The researcher is interested in analyzing the factors of language shift especially Krama Javanese language of students in MI Bustanul Ulum Putat Weduni Deket Lamongan in academic year 2014-2015.

The design of this research is a case study, because this research is to understand the life cycle or an important part of the life cycle of the unit. A case study probes deeply and analyzes interactions between the factors that explain present status or that influence change or growth. The instruments of collecting data in this research are researcher, test, interview, and observation. The subject of the research is 20 students; it is from the second until the fifth grade students of MI Bustanul Ulum Putat Weduni Deket Lamongan in academic year 2014-2015.

The result of the research shows that there are several factors that influence Krama Javanese Shift. They are social factor, education factor, technological factor historical factor, attitude and value factor, psychological factor and economic factor. The result also shows that most of the part of speech of Krama Javanese get a shift.

The researcher would like to suggest to implement Krama Javanese Language in daily communication especially to the students of MI Bustanul Ulum and generally to all Javanese people in order that Krama Javanese language can be maintained at whole times. Then, the identity of Javanese will not disappear.
ABSTRACT

Maghfiroh, Alfi, Hasniah. 2015. An Analysis of Compound Word In Research Background Written by Unisla’s Students in Academic Year 2012. Skripsi. English Department, Faculty of Teacher Training and Education, Lamongan Islamic University.
Advisor: (1) Chothibul Umam, M.Pd, (2) Fathurrahman, S.Pd, M.M

Keyterms: compound word, research background, compound noun

The objectives of this research entitled “An Analysis of Compound words In Research Background Written by Unisla’s Students in Academic Year 2012” are to describe the types of compound words based on the part of speech and to find out the most common type of compound words based on the part of speech used in Research Background written by Unisla’s students.

In this research the writer used qualitative method. Research instrument in this research was the researcher herself to find the types of compound words. Data source in this research was ten research background written by Unisla’s students. The data of this research were identified, classified, analyzed based on Gerald P. Delahunty and James J Garvey theory of compounds words.

The result of this research showed that there are 7 types of compound words. They are compound noun, compound verb, compound adjective, compound adverb, compound conjunctions, compound preposition, compound pronoun. And the most common type of compound words is compound noun, with occurrence frequency 39 times or 26.9% from 145 of all compound words.
Word is the small unit in the language. Words in every language always develop overtime, and the number of them also increases. So, in this research, the researcher discusses words and focuses on borrowing words. Borrowing word is the cause of the development of words. Borrowing is word which has been taken from one language and used in another language. The researcher focuses on borrowing words because the borrowing often happens in Indonesian. Borrowing word happens because the influence from other languages for Indonesian.

The researcher aims to find out the borrowing words in the opinion column on Jawa Pos newspaper and type of borrowing words from other languages into Indonesian in opinion column which are taken from Jawa Pos newspaper edition 27th and 28th April 2015. The researcher uses descriptive qualitative method. Types of borrowing words are loanwords, loanblend and loanshift. Then researcher analyzes those words by describing one by one the words in the opinion column, and analyzes the type, such as loanword, loanblend or loanshift. To support this analysis, the researcher uses some references which are related to this research.

For the result, in the edition of 27th April 2015 from the first opinion column, the researcher finds 20 borrowing words, and from the second opinion the researcher finds 36 borrowing words. In the edition of 28th April 2015 researcher finds 26 borrowing words. Besides, from the third opinions column there are 82 borrowing words which are classified into three types. There are 17 borrowing words classified as loanblend types. There are 63 borrowing words which are classified as loanblend type. There are 2 borrowing words classified as loanshift type. Generally, borrowing words in Indonesian are classified in loanblend type. Mostly borrowing words in Indonesian are taken from English. It is suggested then that Indonesian people use Indonesian correctly and more familiar with Indonesian.
ABSTRACT

Novianti, Anik. 2015. Improving Students’ Pronunciation by Using Tongue Twister at The Fifth grade of MI Al Falah Lawanganagung Sugio in the Academic Year 2014/2015. Skripsi, English Department, Faculty of Teacher Training and Education, Lamongan Islamic University.

Advisor : (1) R. Chusnu Yuli Setyo, M. Pd
(2) Drs Rusjdan, M. Pd

Keywords : pronunciation, tongue twister, and song

For elementary students, pronunciation are very difficult. That is the reason why the researcher chooses the study in pronunciation aspect. The students’ pronunciation ability of pronouncing some consonant letters are very poor. Especially on four consonant letters, that is, [b], [p], [s], and [z]. They seem to be afraid of pronouncing these words. In relation to that problems, the objective of the study is to solve the students’ problem of pronouncing on four consonant letters above, the researcher used tongue twister recording and song as media to improve the students’ pronunciation.

To achieve the objective of the study, the researcher conducted an action research. This classroom action research was held at Madrasah Ibtidaiyah Al Falah Lawanganagung. The subject of the study was the fifth grade. There were seven students. This study was done in two cycles. In the first cycle, the average score was 40,42 (40). It was shown from the students’ value in the first cycle that all of the value almost same between 34-38. Meanwhile, the average sore in the second cycle was 76, 28 (76). It was shown from the value that relative increase from 68 up to 83. The researcher identified whether the action research was successful or not by comparing the result with the criteria of success through the minimum mastery criterion (KKM) of the English subject in the school, that is, 75. The students were also active and had good response during the implementation of the strategy. It could be seen from the result of the observation checklist and questionnare. Observation checklist described that the students were more active in learning pronunciation than the first cycle, and from the questionnare the students’ response category was good. The response can be seen from the table of the students response.

Based on the data above, the researcher concluded that teaching pronunciation by using tongue twister song can be used as media to improve the students’ pronunciation achievement and the students’ response toward use of the strategy was very good. The researcher would like to suggest to implement tongue twister song to improve the students’ achievement in pronunciation and also to increase the students’ participation in learning pronunciation.
ABSTRACT

Indrawati, Anita. 2015. Improving the Students’ Speaking Proficiency Through Presentation, Practice, and Production (PPP) Method at the Eighth Grade of SMP Negeri 1 Tikung Academic Year 2014/2015. Skripsi, English Department, Faculty of Teacher Training and Education, Lamongan Islamic University.

Advisors: (1) Uzlifatul Masruroh Isnawati, M.Pd., (2) Erni Trysiani, M.Pd.
Keywords: PPP method, Speaking Proficiency, Teaching Speaking.

This research was aimed to know how the students’ speaking proficiency could be improved through presentation, practice, and production (PPP) method and how this method is implemented to increase students’ English speaking skill. This research focuses on presentation, practice, and production (PPP) method to improve the students’ speaking proficiency.

The design of this research was classroom action research (CAR) following Kemmis and McTaggart’s model. The procedures are planning, acting, observing, and reflecting. The instruments of collecting the data in this research were test, observation checklist, field notes, and interview. The subjects of this study were 31 students of VIII-E grade of SMP Negeri 1 Tikung in academic year 2014/2015.

The criteria of success are set based on the Minimum Passing Criteria (Kriteria Ketuntasan Minimum-KKM) of the English subject in SMPN 1 Tikung. The action is considered successful if all students (100%) achieved the score greater than or equal to 7.20. This research was done in two cycles. In first cycle, the average score of the students was 51 in the first meeting and 55 in the second meeting. In the second cycle, the average score of the students was 69 in the first meeting and 77 in the second meeting. The result of this study showed, that the implementation of presentation, practice, and production (PPP) method can improve the students’ speaking achievement. It means, this action research was successful.

Finally, the writer suggests that the teacher should apply presentation, practice, and production (PPP) method in teaching English especially in speaking skill. Presentation, practice, and production helps the teacher to solve the students’ problem in speaking.
ABSTRACT


Advisors: (1) Fathurrahman, S.Pd, M.M
(2) R.Chusnu Yuli Setyo, M.Pd

Keywords: Implementation, Curriculum 2013, English Assessment.

Curriculum 2013 has been applied since year 2013. In curriculum 2013, teacher has a role as a facilitator for the students. Besides, the students must be more active in learning process. But, in fact many teachers in MAN Lamongan especially English teachers still have problems in implementing English assessment in the curriculum 2013. English teachers assess the students on three aspects: attitude, knowledge and skill. The assessment is not in the result of learning but in process of learning. It is different from the previous Curriculum which assesses the students based on knowledge aspect and the assessment in result of learning. The purposes of this study are to explain the implementation of assessment process in teaching English based on curriculum 2013 at the tenth grade students of MAN Lamongan. And to identify the problems faced by English teachers of MAN Lamongan when teaching English based on curriculum 2013.

The researcher used qualitative research, exactly “case study” research design. The researcher chooses MAN Lamongan as a setting of this research because MAN Lamongan as one of school field projects which applying curriculum 2013 in East Java. She collects the data through the interview, observation and documentation. Then she analyzes the qualitative data by data reduction, data display, data analyzed and conclusion the implementing in English assessment and the problem which are faced by the English teachers in implementing curriculum 2013 of MAN Lamongan.

In the result of the research, the researcher concludes that English teacher in implementation of English assessment in MAN Lamongan based on curriculum 2013 is complex enough. Many problems faced by English teachers of MAN Lamongan in teaching English based on curriculum 2013. Therefore, the researcher suggests that the English teachers should get more understanding about curriculum 2013, by reading some books or from internet which are related to the implementation of curriculum 2013.
ABSTRACT


Advisors : (1) Chothibul umam, M.Pd, (2) Fathurrahman, S.Pd, M.M

Key words: Sketching technique, teaching writing and narrative text

In the process of teaching and learning English subjects, there are four skills: listening, speaking, reading, and writing. In writing, the students usually found some problems, one of them is students felt difficult, to start to write. For example, in narrative text, students have difficulty, to start to write a narrative text if they have not the experience or the example of the text. Teacher must have some ways to the make students easier to start to write.

The problem of the research is do the students who are taught by using sketching technique have better writing skills in writing narrative text than those who are taught without sketching technique at the eighth grade students of SMPN 1 Kembangbahu in academic year 2014/2015?, and the purpose of the study is to know whether the students writing narrative text taught by using sketching technique have better writing skills in than those who are taught without sketching technique at the eighth grade students of SMPN 1 Kembangbahu in academic year 2014/2015.

In this study, the writer used a quantitative research and the writer uses quasi-experimental design with two groups of experimental group and control group. The population of this study is VIII class students at SMPN 1 Kembangbahu in the academic year 2014/2015 with 216 students, and the samples of this research are VIIIIA class and VIB class, the total number of the samples are 48 students.

The data of this study are collected by using the test. The result of the study is 2.77 from 48 students, it is higher than t table 2.012 and 2.687 at the level of significant 0.05 and 0.01. Thus, the writer concludes that the implementation of sketching technique is effective technique to teach writing in narrative text.
Cahyani, Eka Nova. 2015. *Improving Students’ Ability in Writing Descriptive Text by Using Movie Trailer at the Eighth Grade of SMP N 1 Tikung in the Academic Year 2014/2015*. Skripsi, English Department, Faculty of Teacher Training and Education, Lamongan Islamic University.

Advisors : (1) Uzlifatul Masruroh Isnawati, M. Pd.  
(2) Eny Trysiani, M. Pd.

Keywords : *writing, movie trailer, descriptive text*

Writing is one of the four language skills that is very important to learn. In fact, there are many students that felt difficult in learning English, especially in writing. In a teaching process, teacher needs such thing to support fluency of the instructional process itself. So, any media are very helpful to support the teaching learning process in a class. To this end, the researcher implements movie trailer as the media to improve students’ ability in writing at the eighth grade of SMP Negeri 1 Tikung. The research aims to describe how the movie trailer used in teaching writing descriptive text and to know the students’ achievement after teaching and learning process by using movie trailer.

The design of research was classroom action research. The instruments of collecting data in this research were test, observation checklist, interview, and field notes. The research subject was the eighth grade students of SMP Negeri 1 Tikung, especially 8-B class, consisting of 36 students.

The criteria of success are set based on the Minimum Passing Criteria (*Kriteria Ketuntasan Minimum-KKM*) of the English subject in the SMP Negeri 1 Tikung that is 72. The research is considered successful if all of the students (100%) achieves the score greater than or equal to 72. This research was done in two cycles. In the first meeting of the first cycle, the students’ average score was 55 and in the second meeting the average score was 55 as well. In the first meeting of the second cycle, the students’ average score was 60 and 76 in the second meeting.

The result of the study showed that the use movie trailer can improve the students’ writing achievement. The students actively participate and show good response during the implementation of movie trailer. They can express their idea in writing descriptive text.
ABSTRACT

Rachma, Ellsa Alvionita. 2015. An Analysis of Person Deixis in the Novel Catching Fire by Suzanne Collins. Skripsi, English Department, Faculty of Teacher Training and Education, Lamongan Islamic University.

Advisors: (1) Erny Trisiani, M.Pd, (2) Moh. Nurman, M.Pd

Keywords: Analysis, Person Deixis, Catching Fire Novel.

The purposes of this study are (1) to identify, describe, and explain the person types of person deixis used in Catching Fire by Suzanne Collins; (2) To identify, describe, and explain the dominant of person deixis in novel Catching Fire by Suzanne Collins.

This research is qualitative research. The data source of this research is a written document in the form of novel. The title of novel is Catching Fire by Suzanne Collins. There are 3 parts in the novel, however to limit the study, the researcher only analyzes part 1 which consists of chapter 1-9. The data collection techniques in this study are (1) reading carefully the novel Catching Fire by Suzanne Collins and (2) Selecting the sentences that contain the person deixis in novel Catching Fire by Suzanne Collins. The data instrument in this study is the researcher herself. Data analysis techniques are (1) categorizing the types of person deixis in novel Catching Fire by Suzanne Collins and (2) Counting the number and percentage of each type of person deixis in novel Catching Fire by Suzanne Collins

Based on the data analysis, the result shows that there are three types of person deixis in novel Catching Fire by Suzanne Collins. They are first person deixis, second person deixis and third person deixis.

The numbers of person deixis are 4,783. Among others are 2,696 (57%) first person deixis, 314 (6%) are second person deixis, 1,773 (37%) are third person deixis. The most dominant deixis is the first person deixis.

The results of this study are expected to be useful and add insight about the person deixis and function of person deixis in the novel.
ABSTRACT

Faridah, E Z N. 2014. Improving students’ pronunciation by using Cartoon Movie at 7th grade of SMP Negeri 1 Tikung Lamongan 2014/2015 academic year. Skripsi, English Department, Faculty of Teacher Training and Education, Lamongan Islamic University.

Advisor: (1) Uzlifatul Masruroh Isnawati, M.Pd
(2) Madekhan, S.Pd.M.Si

Keywords: pronunciation, cartoon movie

The students in SMP Negeri 1 Tikung Lamongan often made some mistakes in pronunciation. They got difficulties in pronouncing English words. They pronounced the English words based on what are in writing. For example, when they were asked to pronounce the words bag [bæg] as [bek], five [faɪv] as [fiːv], go [ɡəʊ] as [ɡuː] et cetera. Realizing some difficulties faced by students in English pronunciation, the researcher offered cartoon movie as media to improve students’ pronunciation ability to the seventh grade students at SMP Negeri 1 Tikung Lamongan.

The design of the research was classroom action research. The steps of classroom action research are planning, implementing, observing and reflecting. The aim of this research is to improve the students’ pronunciation at 7th grade of SMP Negeri 1 Tikung Lamongan. The instruments of collecting data in this research were interview, field note, observation checklist, questionnaire and oral performance. First interview was used by the researcher to get the real data before implementing cartoon movie in preliminary study. Second, field note was used to know the students’ activity during the process of implementing the action. Third, observation checklist was used to know the students’ participation and the students’ activeness during implementing the action. Fourth, questionnaire was used to know the students’ responses after implementation the action. Fifth, oral performance was used to know the students’ improvement in pronunciation by using cartoon movie. The subject of the research is the seventh grade students of SMP Negeri 1 Tikung Lamongan in academic year 2014/2015.

This research was done in two cycles. In the first cycle the average score was 58 and in the second cycle the average score was 83. The result of the research showed that cartoon movie can be used as media in the students’ pronunciation achievement. It was proved by the students’ score in the first cycle and the second cycle. All of the students in the class achieved the target score 80. The students were also active and had good response during the implementation of cartoon movie.

The researcher would like to suggest to implement cartoon movie to improve the students’ achievement in pronunciation and also to improve the students’ participation in learning pronunciation. From the analysis result, it can be concluded that cartoon movie can help the students in improving pronunciation ability.
ABSTRACT

Ningsih, Endang Sulistiowati. 2015. An Analysis of Lexical Semantic Ambiguity in the News Headline Title of the Jakarta. Skripsi, English Department, Faculty of Teacher Training and Education, Lamongan Islamic University.

Advisors : (1) R. Chusnu Yuli Setyo, M. Pd.
(2) Drs. Rusjdan, M.Pd.

Keywords : Ambiguity, Lexical semantic Ambiguity, Headlines, Newspaper

English is one of international languages used by people in this world form communications with another people from another country. The purpose of the research was to measure and describe the lexical semantic ambiguity Therefore, the researcher presented a problem, it was “ which word and phrases are possibly ambiguous in the news headline title of the Jakarta Post, What are the ambiguous meaning of the Lexical Semantic found in the news headline title of the Jakarta Post, and What kinds of lexical semantic ambiguous are found in news headline of the Jakarta Post Newspaper?”. The researcher focused of lexical semantic ambiguity is word and phrases.

This research applied descriptive qualitative research. The research used document analysis to get data. The researcher used researches to collect data from the material in Jakarta Post Newspaper.

The result of research showed 33 lexical semantic ambiguity word and phrase in Jakarta Post Newspaper published April 2015, the ambiguous meaning polysemy are case, house, top, drug ring, air chief, install, calls for, good day, black window, power, freezes, calls for, mother’s murder, forces, dead and face. The ambiguous meaning Homonymy are title, bank’s, fire, bank, space, dark, launch, tackled, Jakartan’s, fight, roll, drugs, force, blindsided, honors, key, and Dems. The kind of lexical semantic ambiguity word that creates ambiguity are 16 polysemy, and 17 homonymy of word and phrases. The writer uses theory of Chapman and Roudlege to purpose help to show research document analysis.

The suggestion having more than one interpretation makes the readers confused about the exact meaning conveyed by the writer.
ABSTRACT

Wulandari, Evi. 2015. A Study of Morphological Structure of Affixation In The Abstract of Skripsi of Unisla Students In The Year 2012. Skripsi, English Department, Faculty of Teacher Training and Education, Lamongan Islamic University.

Advisors: (1) ErnyTrysiani, M.Pd (2) Drs. Nuryadi, M.Pd
Keyword: Morphological structure, Affixation, Abstract, and Words Formation

Learning the English vocabulary, especially for people is something which is not easy to do. English speakers can enrich the vocabulary by adding affixes and knowing the meaning.

Therefore, the writer chooses the study of morphological structure because she hopes to bring significance for the readers to understand and to get more knowledge about morphological structure, especially their affixation. So, the writer takes the two problems of the study. They are: (1) what are morphological structure of Affixation found in Abstract of Skripsi of UNISLA Students 2012? (2) What is the dominant word-formation found as the results of the morphological structure of affixation in Abstract of Skripsi of UNISLA Students 2012?

The research design is used in this study descriptive qualitative since it describes the data without any manipulating to variable. The research method is document analysis, and the instrument is herself. It means that the writer is as instrument and as data collector. The subjects of this study are 12 Abstracts of Skripsi in UNISLA Students in the year 2012.

After analyzing, the writer found morphological structures one of them is affixation including are inflectional and derivational affixes. The Affix which can change the word-formation are derivational affixes. Also, that is, the writer found the dominant of words- formation as the result of affixation is Adverb to Noun (A→N) that occurs 38 times from 12 data of Abstract in Skripsi of UNISLA students 2012.

Finally, the writer would like to suggest that a study of morphological structure of affixation can increase a new words by other words or word- forming elements with affixation processes without memorizing all of the words.
ABSTRACT

Jayanti, KikiDwi, 2015. The Effectiveness of using Dora The Explorer video to the students’ listening skill of The Fourth Grade at MI AL-FALAH Lawangan Agung Sugio in academic year 2014/2015 Lamongan: English Department-The Faculty of Education and Teacher Training of Lamongan Islamic University.

Advisors : 1. R. Chusnu Yuli Setyo, S.Pd, M.Pd
2. Drs. Rusjdan, M.Pd

There are four skills of English that students learn: reading, listening, writing and speaking. Among these skills, listening is usually considered as the difficult skill. To raise the students’ interest in learning, the teacher should pay attention media for teaching learning process, such as in teaching listening. The teacher must be able to use media in teaching listening to motivate their students. For the reason, this study uses Dora The Explorer Video to know the effectiveness of using Dora The Explorer video to the students’ listening skill of the 4 grade at MI AL-FALAH Lawangan Agung.

The method used in this research is pre experimental design that does not need randomization suitable with the condition at the 4 grade at MI AL-FALAH which consist of 1 class. The researcher used one group pre-test and post-test design. The pre-test was intended to know the listening mastery before using video in teaching listening, while the post-test was administered to measure the effectiveness of using Dora The Explorer video to the students’ listening skill.

These result of calculation of t-test and the t-table, the researcher found that the t-test is 7.02 and the t-table with the level significance 1% or $t_{0.01}$ is 3.499 and the level of significance 5% or $t_{0.05}$ is 2.365. The researcher uses 5% or $t_{0.05}$. So, the t-test is higher than t-table (t-test>t-table), 7.02>2.365. It means that an alternative hypothesis is accepted and the null hypothesis refused.

The result of analyzing questionnaire shows that the total score of respondents’ answer is 243. The total maximal score is 320. The score 243 is in the interval category of ‘Very good response and good response’ but it is near to 240, so the category is good response.
ABSTRACT

Zuly Astutik, Lia. 2015. *The Effect of Note Taking toward Students’ Reading Comprehension in Recount Text at The Seventh Grade of SMPN 3 Sugio in Academic Year 2014/2015*. Skripsi, English Department, Faculty of Teacher Training and Education, Lamongan Islamic University.

Advisors : (1) R. ChusnuYuli Setyo, M.Pd.
(2) Drs. Rusjdan, M.Pd.

Keywords : note taking, reading comprehension, recount text

This research measures the effect of note taking toward the students’ reading comprehension in recount text at the seventh grade of SMPN 3 Sugio in Academic Year 2014/2015. The formulation of the research objective were: 1.) Is there any effect of note taking toward students’ reading comprehension in recount text? 2.) how is the students’ responses of note taking toward the students’ reading comprehension in recount text. The purposes of the study were: 1.) to measure the effect of note taking toward students’ reading comprehension in recount text. 2.) to know the students’ responses of note taking toward the students’ reading comprehension. The research method is experimental design.

In this research, the researcher used one one group pre test and post test design. The researcher used two methods to collect the data. The first is test and the second is questionnaire. The population of this research are all of the students at the seventh grade of SMPN 3 Sugio. And the sample of the research are B class of the seventh grade of SMPN 3 Sugio which consist of 24 students.

The result of data analysis is (13.69). While t-table (2.069) at significant level of 0.05. The result of t-value is higher than t-table. It means that there is a significant effect of note taking toward students’ reading comprehension in recount text.

Based on the result above, note taking is effective. Especially for reading comprehension than using the usual strategy at the seventh grade students Junior Hight School.
ABSTRACT

Hasyim, M. F. 2015. Analysis of Cohesion between a Product and its Tagline in the Audio Visual Advertisement. Skripsi, English Department Faculty of Teacher Training and Education of Islamic University of Lamongan.

Advisors : 1. Uzlifatul Masruroh Isnawati, M. Pd
            2. Madekhan, M. Si

Key words : cohesion, tagline, product, audio-visual, advertisement

Cohesion is relation of meaning that exist in a text. A text itself consists of spoken and written text. Spoken text can be speech or conversation and written text such as journal, poem, novel etc. In this research, the researcher discusses the cohesiveness in the written text. Here the written text is a tagline of cigarette. The researcher analyzes the meaning, cohesiveness, and kinds of cohesion between the tagline and its product. The tagline of cigarette is choosen because the tagline of cigarette is usually unique and different from other brands. The tagline of cigarette commonly uses an inspirative expression even contains critic. This research aims to figure out the meaning, cohesiveness, and kinds of cohesion in the tagline of cigarette as the problems of this research. The researcher investigates twenty (20) taglines of cigarette. The kinds of cohesion that the researcher observes can be grammatical or lexical cohesion. To support the analysis, the researcher uses some references which are related to the study.

In this research, the researcher uses content analysis as the design. The researcher analyzes the content on the tagline of cigarette. The instruments of this research are the researcher himself as the main instrument and document as the second instrument.

The result of this research, from twenty (20) taglines that the researcher analyzes the researcher finds ten (10) taglines which have cohesiveness with the product and the other taglines do not match with the brands while the kinds of cohesion are dominated by grammatical cohesion (homophoric) and lexical cohesion (simple repetition and specification). The researcher gives recommendation to the tagline maker to make a good tagline which has cohesiveness with the product itself rather than just creating tagline which is aimed to support the brand marketing.
ABSTRACT

Yaqin, Muhammad Ainul. 2015. THE PROSPECT OF CURRICULUM 2013 IMPLEMENTATION BASED ON THE TEACHERS’ PERCEPTION. (A case study on state Junior High School of Lamongan, East Java in 2015)

Advisor : (1) Nuryadi, M. Pd.
(2) Madekhan S.Pd, M.Si.

Key Words : Education, Curriculum, Perception and Teachers’

Curriculum is subject and educational programs provided by an institution of education which contains about lesson plans that will be given to participants in a period of the lesson education. Setting the course is tailored to the circumstances and the ability of each level of education in the implementation of the education and employment needs.

This Research uses qualitative research, and uses case study. The Participant of this study are teachers SMPN 1 LAMONGAN, SMPN 2 LAMONGAN, SMPN 1 TURI, SMPN 2 PUCUK, SMPN 1 GLAGAH and SMPN 2 MANTUP, The Researcher chooses this school because this school uses Curriculum 2013 until now, furthermore SMPN 1Lamongan and SMPN 2 Lamongan are favourite school in Lamongan.

Implementation of the curriculum should be able to realize the vision, mission and purpose of education. In fact, the implementation of the curriculum in 2013 has many obstacles. Teachers who declines to be named said he did not use the Application K13, although K13 was required at the school. The reason, Curriculum 2013 is considered very confusing and cannot be applied at the school. Here are the findings generated by the researcher.

Curriculum 2013 has received attention from various parties. Curriculum 2013 is a project budget of almost 2.5 trillion. This is a national project, and even arguably the “giant project”.

The main factor of curriculum 2013 did not have a good prospect. The first is Teacher Creativity. The teacher creativity is the key to success of the curriculum 2013, because the teacher is a key factor to success in the classroom. Curriculum 2013 is very difficult to implement in schools is cannot be implemented, Unpreparedness of teachers is caused by the lack of creativity, teachers are not creative because, socialization and training was delayed by the government.

The second is, Leadership of Headmaster. The role of headmaster is very decisive of the successful implementation curriculum 2013, the leadership
principal, especially in coordinating, mobilizing and aligning all the education available. School leadership is one of the determining factors that can mobilize all resources to be able to realize the school’s vision, mission and objectives of the school through a program implemented in a planned and gradual steps.

The third is, Students Activity. the third key to success is determining the successful implementation of the curriculum in 2013 is the activity of learners. Teachers should be able to be discipline learners, especially discipline for themselves, teachers should be able to assist students in learning and discipline. If teachers cannot make the learners discipline.

The fourth is Teachers Training. it is the key to Success in 2013 for teacher training curriculum. Training should be conducted prior to the implementation of the curriculum, but the training curriculum will be implemented after the 2013 curriculum implemented in 2013, it caused the teacher does not ready and negative impact for students.

However, the teacher training curriculum in 2013 does not gave impact significantly towards teacher training, provide the output needed for monitoring and evaluation.

The fifth is Facilities. Facilities is very important for successful implementation of the curriculum 2013, it determines the success of Curriculum 2013, these facilities include laboratories, libraries and teaching aids that are useful for improving the quality of learning.

The sixth is Development of Textbook. Teachers think that the textbook provided by the government the quality is not good. Therefore it simplification for a more practical concept. Procurement of textbooks by the local government is necessary and teachers should be involved in the making of the books.

The seventh is Assessment. Policy of government toward curriculum 2013 has been difficult to assess, especially in the spiritual and social assessment can’t be realistic and do not photograph real attitude.

Finally, this skripsi recommended, the result of the researcher becomes consideration opinion, to give decision toward the best policy toward implementation of curriculum for the future of education in this nation.
ABSTRACT

Kurniasari, Puspa Indah. 2015. Improving Students’ Speaking Skill by using Anecdote Story at the 7th Grade Students of SMP Negeri 1 Tikung Lamongan in Academic Year 2014 – 2015. Skripsi. English Department. Faculty of Teaching Training and Education. Lamongan Islamic University.

Advisors : (1) Uzlifatul Masruroh Isnawati, M.Pd.
(2) Madekhan, S.Pd., M.Si.

Key Words : speaking skill, anecdote story

Among the four English language skill, speaking is the most important one, it is because speaking is a major and direct way to communicate. It is used to communicate, deliver message and express what people want and feel directly.

The study aims is to investigate how to teach speaking skill by using anecdote story at the 7th grade students of SMP Negeri 1 Tikung, Lamongan in academic year 2014 – 2015. The anecdote story provides funny and unusual accidents, it is potential to create humorous situation that can make students enjoy to speak.

To carry out the study, the researcher used a classroom action research design which was conducted through plan, action, observation, and reflection. In conducting the study, the researcher collected the data from observation checklist, fieldnote and interview the students. The subjects of this study were 27 students of 7E class. The implementation of the teaching and learning by using anecdote story was through checking students’ comprehension, asking students comments about the stories or asking the students’ experiences related to the stories, prompting students to make short dialogue from the story and asking students to perform their speaking skill by doing role-play.

The result of this study showed that the average score in cycle 1 was 57,7. It means there were only 9 students (33% of 7E students) who passed the minimum passing criterion score, and 18 students (67% of 7E students) did not reach criteria of success. In the second cycle, the implementation of teaching speaking by using anecdote story meet the criteria of success. The average score in cycle 2 was 82,4 with 23 students (85% of 7E students) who passed the minimum passing criterion score and 4 students (15% of 7E students) who failed. In conclusion, the implementation of teaching and learning by using anecdote story in the speaking class can stimulate students’ motivation and willingness in expressing their idea freely and spontaneously.
ABSTRACT


Advisors : (1) R.Chusnu Yuli Setyo, M.Pd
(2) Drs. Rusjdan, M.Pd

Key Words : Information Gap Activity, Speaking Ability

The English education in Indonesia is going better nowadays. One of the influences is because the English subject is begun from Elementary School. In the natural situation of second language learning, young children will do better than adult. It becomes the basic of thinking why English is taught at Elementary School.

Besides, teaching and learning English process at Elementary School becomes basic of English for the students at the next level, thus the quality of teaching and learning in Elementary School must be increased. Teaching and learning process should be begun from speaking, because through speaking, the students could practice directly with their friends. In MI Ishlahiyah Sukobendu – Mantup, the students still get difficulties in producing their own word to speak at the school. Information Gap Activity is one of the activity that help students to speak. The problems of this research are: “Can information gap activity improve students’ speaking ability in the fifth grade of MI Ishlahiyah Sukobendu?”, “Can information gap activity be applied in MI Ishlahiyah Sukobendu?” and “How is the students’ response to the applying information gap activity in teaching speaking in MI Ishlahiyah Sukobendu?”

Because of this kind of problem, the writer did Classroom Action Research. Moreover, this research was conducted at MI Ishlahiyah Sukobendu that involved fifth grade students that consist of twenty eight students as the subject. Furthermore, this research used two cycles that consist of four stages: Planning, acting, observing and reflecting for each cycle. In order to get the accuracy in data collecting, the researcher used instruments which are, observation checklists, questionnaire, field note and speaking test.

The findings, after identifying the data from two cycle, the researcher concludes that the fifth grade students of MI Ishlahiyah Sukobendu – Mantup get improvement in speaking ability after the researcher teaches speaking by using information gap activity. It can be seen in the students’ mean score: from cycle I 65.4 and cycle II 70, the information gap activity can applied in pair work/group work discussion and the students’ response shows that they like very much toward Information gap activity.
ABSTRACT


Advisors: (1) Madekhan Ali, S.Pd. M.Si
(2) Mohammad Faizal Mubarok, M.Pd

Keywords : Derivational, Suffixes, Nouns

Morphological analysis is the main areas in studying vocabulary. Morphological analysis itself is analysis that is breaking a word into its elements (suffix). Meanwhile, a derivational suffix is the part of morphological analysis. So, it is important for the students to study about derivational suffixes. When the students are able to identify derivational suffix, they can develop their vocabulary because from just one word it can gain many words with different part of speech. Novel is a long essay in prose and contains a series of human life stories with others around them with accentuate the character and nature of the actor. The Rainbow Troops Novel Translated by Angie Kilbane is a novel inspired by a true story from the author that is Andrea Hirata.

Having seeing such phenomenon, the writer found that mastering English is not easy if the students are lack of vocabulary. This research aimed to find out the derivational suffixes in The Rainbow Troops translated by Angie Kilbane.

This research is descriptive qualitative research where researcher tries to find out the derivational suffix from the words in The Rainbow Troops Novel Translated by Angie Kilbane, without using statistical calculation. In this research the writer uses all of words that are attached suffix as the data. The data source is all the chapters which are the beginning of the story, raising the case and the solution in The Rainbow Troops Novel Translated by Angie Kilbane.

The result of analysis shows that the derivational suffixes occur in The Rainbow Troops novel. First, some nouns are form from verb to noun. The first (3) data are found from verb + er. Second, (34) data are found from verb + ing. Third, (8) data are found from in the form verb + ment. The last some nouns are from form adjective to noun. The first, (9)data are found from adjective + ness. The second, (2) data are found from adjective + ship. The last some nouns are from form noun to noun. First, (3) data are found from noun + er. The second, (2) data are found from noun + ling. The third, (2) data are found from noun + ship.

From the conclusion of this research, the writer suggests that to improve their mastery of vocabulary, the readers should be apply the derivational suffixes by breaking the word into its elements root and affixes because from one word they can get the structure of words and they also find how the words built.
ABSTRACT


Advisor’s : (1) Madekhan Ali, S.Pd., M.Si. (2) Moh. Nurman, M.Pd

Keywords : Describe and Draw, Teaching Speaking.

Teaching speaking is one of the important aspects in learning language, because speaking is the important thing, speaking is tool for communication creativities. The problems of this research were : Is there any effect of teaching speaking by employing describe and draw technique to the student’s speaking ability on the eighth grade students of SMPN 1 Sukodadi in academic year 2014/2015” and how is the students’ response toward the influence of describe and draw technique in teaching speaking on the eighth grade students of SMP Negeri 1 Sukodadi in academic year 2014/2015. And the purpose of the research are to measure the effectiveness of teaching speaking by employing describe and draw technique to the students’ speaking ability and to know students, response toward the use of describe and draw technique in teaching speaking on the eighth grade students SMPN 1 Sukodadi.

The research belongs to quasi experimental. The data were obtained from the students’ speaking test. The subject of this research were 30 students in experimental class and 30 students in control class. The data are analyzed statistically by using t-test to find the significant of mean difference of the experimental and control and questionnaire to know student’s response and describe the students’ response toward the use of describe and draw.

Based on the test result it is known that the result of t-test experimental is 8.71 is higher than t-table 7.24 at levels of significance 0.01 and t-table 2.045 at level significance 0.05 for 30 respondents. And the result of t-test experimental group and control group is 2.85 is higher than t-table 2.756 at levels of significance 0.01 and t-table 2.045 at level significance 0.05 for 30 respondents. It means that there is effect of teaching speaking by employing describe and draw technique to the students’ speaking ability on the eighth students of SMPN 1 Sukodadi in academic year 2014/2015. Based on the questionnaire of students responses are 91 % it can be conclude that there is significant levels between t-table 0.01 and 0.05 and between students’ test and students’ response. Therefore the hypothesis is there is positive effect in teaching speaking to the students’ speaking ability taught by describe and draw technique than those who are not taught by describe and draw technique and the students gave positive response toward the use of describe and draw technique in teaching speaking on the eighth grade students SMPN 1 Sukodadi.
ABSTRACT

Qoimah, Siti Dwi Nurul. 2015: An Analysis of Characterization in a novel “Snow” written by Orhan Pamuk. Skripsi, English Department Faculty of Teacher Training and Education Islamic University of Lamongan. Advisors: (I) Fathurrahman, S.Pd., MM. (II) Drs. Nuryadi, M.Pd.

Keywords: character, characterization, Orhan Pamuk’s Snow

Literary work is an expression of human mind and thought. Through artfully narrative arrangement and it gives to the readers about truth of life. The conflicts of the characters in story give the readers deeper knowledge and understanding about human, world, and life. Reading literary work gives the readers happiness and gets internal satisfaction. The readers can think just the way of the characterization of characters of the story. It is the basic of the story; Characterization is the way in which a writer conveys his or her characters through dialogue and description.

This study, focuses on analyzing the characterization of the characters in the novel, that is, the main characters and supporting characters. The researcher uses qualitative research methodology, in order to describe the thirteen characters in this novel. Every character has the different characteristics. “Snow” is an interesting novel. It gives enchantment and anaesthetizes the readers with the story that is full of conflicts that happen on the main characters and supporting characters. The readers are persuaded to enter the world of imagination, and it happens too on the real world.

From the analysis, the researcher can conclude that in Snow contains thirteen characters: two main characters and eleven supporting characters. This novel shows the characterization of all characters by using the expository techniques and dramatic techniques. The researcher finds 22 quotations that use expository technique and 69 quotations that use dramatic technique. This novel is the portrait of real life of Turkey, telling about a poem’s journey in a city that is Kars.

The result of this study is expected to be an input for the students in applying the theory of literary works or additional reference about the novel and literary works that have relationship with similar study. The last, the researcher invites any criticism from the readers to comprehend the future works, and for the next, researchers who discuss these problems, can explore these problems more deeply.
ABSTRACT

Hakimah, Siti Imroatul. 2015. Improving Students’ Ability in Reading Comprehension using Reading, Encoding, Annotating, Pondering (REAP) Technique at the eighth grade of SMPN 1 Tikung 2014/2015 academic year.

Advisors: (1) Uzlifatul Masruoh Isnawati, M.Pd., (2) Madekhan, S.Pd., M.Si.

Keywords: REAP technique, reading comprehension, teaching reading.

Reading is one of the skills in learning English language that teacher teaches for students. Considering the writer’s experience in SMP N 1 Tikung Lamongan, the writer found that many students still have problem in reading, especially in reading comprehension such as; students have the difficulties to make a conclusion and finding the gist of the text etc. The teachers have to know about many methods for reading and writing instruction to solve the students’ difficulties. There are many strategies which can be used in teaching reading such as DRTA, Think Aloud Strategy, Read, Encode, Annotate, and Ponder (REAP), Think Pair Share strategy, etc. In this research, the writer focuses on using Reading, Encoding, Annotating, Pondering (REAP) technique that can help students to understand and comprehend the texts. This research aims at improving the students’ reading comprehension and their motivation in order to be more creative and active in learning reading using REAP technique.

The design of this research is Classroom Action Research (CAR). The subjects of this study were 36 students’ of the eighth grade (class A) of SMPN 1 Tikung 2014/2015 academic year. The result of this study showed that the average score in Cycle 1 was 62,7. There were only 9 students or about 25% were able to reach the criteria of success, and 27 or about 75% students did not reach the criteria of success. It is different from the first cycle, the average score in Cycle 2 was fairly satisfying, it was 80,08. There were 29 students or about 80,5% were able to reach the criteria of success, and 7 or about 19,5% students who did not achieve the criteria of success. Based on the activity of students participation during the implementation of REAP technique, more than 75% up to 90% of students are able to receive this technique and practice it well. It is known that the students got motivation and interest in learning English by using REAP technique.

Finally, the writer suggested that REAP technique can be an alternative way of teaching, especially reading comprehension. Considering REAP is a technique to solve problem in reading. By using various method in teaching English, especially in reading skill to make the students enjoy in learning it and automatically can improve their ability.
ABSTRACT

Susana. 2015. The Use of Exit Slips Strategy to Improve Reading Comprehension for The Students of MI WALISONGO Wonorejo Sambeng in The Academic Year 2014/2015. Skripsi, English Department, Faculty of Teacher Training and Education, Lamongan Islamic University.

Advisor : (1) R. Chusnu Yuli Setyo, M. Pd
(2) Drs Rusjdan, M. Pd

Keywords : reading comprehension and exit slips

This research measures the effect of exit slips strategy toward the students’ reading comprehension for the students of MI WALISONGO in Academic Year 2014/2015. The formulation of the research objective were: 1.) How is exit slips strategy applied in MI WALISONGO? 2.) Can exit slips strategy improve the students’ reading comprehension? 3.) How is the students’ response towards the use of exit slips strategy in learning reading? The purpose of the study were: 1.) To know how exit slips strategy is applied in MI WALISONGO. 2.) To know whether exit slips strategy can improve the students’ reading comprehension. 3.) To know how the students’ response in learning reading use exit slips strategy. The research method is Experimental design.

In this research, the researcher used one group pre test and post test design. The researcher used three method in collect the data. The first is test, the second is questionnaire and the third is observation. The population of this research are the students’ of MI WALISONGO WONOREJO. And the sample of the research are just seven students of MI WALISONGO.

The result of data analysis is 182,35. While t-table 2,447 at siginificant level 0,05. The result of t-test is higher than t-table. It means that there is a significant effect of exit slips toward students’ reading comprehension.

Based on the result above, exit slips strategy is effective. Especially for reading comprehension than using the usual strategy for the students’ of MI WALISONGO.
ABSTRACT

RD, T. Ariesta. 2015. *Speech Act Based Analysis of Interaction of Teacher and Students in The Teaching And Learning Process*. Skripsi. English Department. Faculty of Teacher Training and Education. Lamongan Islamic University

Advisors : (1) Samiran, M.Pd., (2) Erny Trysiani, M.Pd.

Keywords : Speech Act, Learning Interaction.

Speech act plays an important role in human’s interaction because when someone says something, she/he does not deliver only the meaning of the utterance but also the intended meaning beyond it. One of the activities where the use of speech act has a particular characteristic is the teaching and learning activities. The role of teacher is great in the learning process that is becoming mentors and manager of learning activities and patterns of behavior. A teacher needs to choose the appropriate language in speaking so the intention of speech can be received well and emerge the trust of students. The aims of this study are to describe the forms of utterance which are produced at class and to describe the function of the speech act. To answer these problems, the writer uses Searle’s theory of speech acts.

This study is qualitative research that was conducted at MAN Lamongan. The subject of this study are the 10th grade students of Bilingual Class at MAN Lamongan in the academic year 2014/2015 and the English teacher of them. The writer transcribed the recorded data, then she analyzed and classified them based on Searle’s theory of speech acts.

The results of the study show that the total number of 3 classes are 385 utterances. If the classification is seen from the forms of the utterance, the utterances which are produced in the class are 385 where 75 (19.48%) utterances are identified as imperatives, 261 (67.79%) declaratives, and 49 (12.73%) as interrogatives. If the classification is seen from the functions of speech act, the utterances which are produced in the class are 389 where 155 (39.85%) utterances are identified as directives, 194 (49.87%) representatives, 22 (5.66%) commissives and 18 (4.63%) utterances were expressives. All of those types of speech acts are performed both directly and indirectly. From the observation towards the illocutionary act of directives speech acts, the total amount of the percentage of the appropriate responses of the utterances are 99.49% and 0.51% of them were inappropriate responses where the hearers did not respond or answer.

As a conclusion, language is used in more complicated ways because when someone says something, she/he does not deliver only the meaning of the utterances but also the intended meaning. Therefore, the conversation can still keep going on as long as the speakers can understand each other.
ABSTRACT

Fauziyah, Ummu. 2015. 061110036, *Improving the students’ ability in writing descriptive text through barbies’ video at the seventh grade at SMPN 1 Mantup in the academic year 2014/2015*. Skripsi. English Department. Faculty of Teacher Training and Education. Lamongan Islamic University.

Advisors : (1) Hariyanto, S.Pd., M.IP

(2) Drs. Syarif Hidayatullah

Keywords : Descriptive text, Writing, Video barbies’

This research conducted in order to improve students’ writing ability using Barbies’ video at seventh grades of SMPN 1 Mantup.

In conducting this research the researcher Classroom Action Research (CAR) as the method of research. This research consisted of two cycles and each cycle consisted of four steps, they were: Planning, action, observation, and reflection. Each cycle was conducted in three meetings, so the researcher conducted this research in one month and one day. To collect and analyze the data, the researcher used the information from observation, questionnaire, and the students’ achievement in pre-test and post-test in order to support the data collected.

The result of this research shows that using Barbies’ video in teaching writing descriptive text can improve their writing’s ability. The students’ responses showed that they were interested in learning writing subject, because they felt easier to write using the video. Moreover, the students’ achievement in pre-test and post-test showed a significant improvement. The students’ mean in preliminary study was 49.5%. In the first cycle the mean score was 64.8%. Meanwhile the mean score in the second cycle was 74.3%. It means that there was 15.2 points or 30% of mean improvement from the students’ score in the preliminary study to the first cycle and there was 24.7 points or 49.8% of mean score improvement from the students’ score in preliminary study to the second cycle. From this result, the researcher concludes that teaching descriptive writing using barbies’ video at seventh grades of SMPN 1 Mantup can improve their writing ability.

Finally, some recommendations for the English teacher and future researchers were offered. The English teachers and the future researchers are suggested to implement this media in their teaching writing descriptive text. They were expected to conduct the research on writing through berbies’ video in learning descriptive text.
ABSTRACT

Masulah, Vidia Luluul Hanim. 2015. *A Study on Learning Writing By Using Facebook Group Discussion of The Eight Grade Students’ at Smpn 5 Lamongan*. English Department Faculty of Teacher Training and Education Lamongan Islamic University.

Advisor : (1) Samiran, M.Pd (II) Erny Trysiani, M.Pd

Keywords : Writing, Facebook, Facebook Group, Group Discussion.

Teaching learning activity not is only conducted in classroom but also at home. In modern era, the teacher can combine technology and education, one of application which is used in this study is Facebook Group as media in learning writing. The focuses of the research are to describe the implementation of learning writing by using facebook group discussion of the eight grade students’ at SMPN 5 Lamongan and to describe the students’ response in learning writing by using facebook group discussion of the eight grade students’ at SMPN 5 Lamongan.

In this research, the researcher used case study research design. This research is categorized as qualitative research. The subject in this research is the eighth grade students at SMPN 5 Lamongan in academic year 2014/2015. They are 20 students. The data of this research were collected by using Observation, questionnaire and documentation.

The findings of the research are the implementation of learning writing by using facebook group discussion. It is conducted for two meetings and from the result of observation checklist, in the first meeting, the teacher teaches the students with the topic about “valentine day”. The teacher and students analyze students’ comments in Facebook group discussion together. In the second meeting, the teacher explains about the topic “online national exam” by using Facebook group discussion. From the analysis of the students’ writing, the result is students’ comment increase more than the first meeting. Then, from the analysis of questionnaire, the result shows 97% of students’ response is very good and from the result of documentation the number of students who give response to the topic increasing from 16 students in the first meeting to the 20 students or all of the students in the second meeting. It means that the students’ response in learning writing by using Facebook group discussion is increasing.

Thus, the researcher concluded that Facebook Group is good media for improving the students’ writing ability. So the researcher hopes the English teacher can consider applying Facebook Group as a media for teaching writing in English.
ABSTRACT

Suprapto, Wawan. 2015. Improving Vocabulary Mastery by Using Snowball Throwing Technique to the Seventh Grade Students at SMPN 1 Kembanbaghu in Academic Year 2014/2015

Advisors: (1) Chotibul Umam, M.Pd., (2) Uzlifatul Masruroh Isnawati, M.Pd.

Keywords: Vocabulary mastery, snowball throwing technique.

This study aimed at improving vocabulary mastery by using snowball throwing technique to the seventh grade at SMPN 1 Kembangbahu in academic year 2014/2015. Considering that many find difficulties in vocabulary mastery. In this research, the writer focuses on using snowball throwing technique that can help students to improve their vocabulary mastery.

The design of this research was Classroom Action Research (CAR). The subjects of this study were 21 students’ of the seventh grade (class C) of SMPN 1 Kembangbahu in academic year 2014/2015. The result of this study showed that the score greater than or equal to 76 in Cycle I. Only 48% (10 students of the class) were able to reach the criteria of success, and 11 or about 52% students did not reach the criteria of success. It is different from the first cycle, the average score in Cycle 2 was fairly satisfying, the score was greater than or equal to 76, increasing into 76.19% (16 students of the class) were able to reach the criteria of success, and 5 or about 24% students who did not achieve the criteria of success. Based on the result of the students observations and post test, the students’ improvement is significant. The implementation of snowball throwing technique obviously could help the students in vocabulary achievement.

Finally, the writer suggests that the teacher should apply the snowball throwing technique. Considering snowball throwing technique is technique to solve problem in vocabulary mastery. By using various technique in teaching English, especially in vocabulary mastery, it makes the students enjoy in learning it and automatically can improve their vocabulary mastery.
ABSTRACT

Azizah, Wiwin, 2015. Improving Students’ Reading Comprehension By Using KWL (Know-Want to know-Learned) At The 10th Grade of SMA NU 3 Gresik in The Academic Year 2014-2015. Skripsi. English Department, Faculty of Teacher Training and Education, Islamic University Lamongan.

Advisors: (1) Uzlifatul Masruroh Isnawati, M.Pd., (2) Madekhan, S.Pd., M.Si

Keywords: KWL strategy and reading comprehension.

Reading was absolutely needed by foreign language students because it was an important part to be mastered in language learning. In this research, the researcher uses Know-Want to know-Learned (henceforth KWL) strategy to help students to understand and comprehend the texts. In this strategy, the students are invited to be active to discuss the topic and to get information from the text by themselves. The focuses of this research were to describe how to teach and learn reading comprehension at the 10th grade of SMA NU 3 Gresik in academic year 2014-2015 using KWL strategy and to know the students’ reading comprehension achievement at the 10th grade of SMA NU 3 Gresik in academic year 2014-2015 after KWL strategy is implemented.

The design of this research was Classroom Action Research (CAR). The subjects of this study were 29 students of X class of SMA NU 3 Gresik in academic year 2014/2015. The result of this study showed that the average score in Cycle 1 was 70.3. There were only 8 students or about 28% were able to reach the criteria of success, and 21 or about 72% students did not reach the criteria of success. It is different from the first cycle, the average score in Cycle 2 was fairly satisfying, it was 80.0. There were 29 students or 100% reached the criteria of success. Based on the result of the researchers’ observations in the students learning process and reading task, the students’ improvement was significant. The implementation of KWL (Know-Want to know-learned) Strategy obviously could help the students in reading comprehension achievement.
ABSTRACT

Subaryati, Titis Roma, 2015. The Implementation of Walt Disney Fairy Tale video as media to improve writing narrative text for eight grade of SMP Negeri 1 Turi Lamongan. English department Faculty of Teacher Training and Education Lamongan Islamic University.

Advisor: Samiran, M.Pd. and Drs. H.M. Tsalits Fahami, M.M

Writing is the mental work of inventing ideas, thinking about how to express them and to organize them into statements and paragraphs that will be clear to a header (Nunah, 2003: 88). However, writing is considered as a difficult skill for the students. The major problems that are commonly faced by the students in doing writing activity are the difficulties on how to get ideas and how to arrange and organize them, this fact makes the teachers find any alternative techniques to improve the students writing ability. So, the teacher needs to use media to help deliver the material. Video is one of media that can be used by the teacher to teach writing narrative. In this matter, the researcher is interested in studying the implementation of Walt Disney fairy tale video as media to improve writing narrative text for eighth graders of junior high school. This study aims to answer the research questions as follows: (1) How is the to implementation of walt Disney fairy tale video as media in teaching writing narrative text for eighth graders of Junior High School?, (2) How is the students responses toward the implementation of Walt Disney fairy tale video as media teaching writing narrative?

In this research, the researcher used descriptive qualitative research. The researcher describes and analyzes the existing phenomena during the observation. The subject on the study is students of VIII-B SMP Negeri 1 Turi Lamongan. The instruments used in this research are observation checklist, Students writing task, and questionnaire. The research was conducted in two meetings; they are about “Snow White and The Seven Dwarfs” and “Cinderella”.

From the result of the study, the implementation of Walt Disney fairy tale can help the students to get an idea in writing narrative text and make students easily identify the generic structure and language feature of narrative text. It can be proved from the students writing progress in the term of each component. Besides, Walt Disney fairy tale video is helpful to encourage students’ motivation. It can be seen from the students’ response that most of students were interested to the video and it can help to stimulate their idea.

From the result above, it can be concluded that the implementation of Walt Disney Fairy Tale video can be used to stimulate the students’ idea to write narrative text. Further, hopefully this research will be useful for teachers or others researchers.

Keywords: Writing, narrative text, Walt Disney fairy tale video.
ABSTRACT


Keywords: Phonological knowledge and pronunciation ability

In speaking English, one cannot leave pronunciation. He must give attention to how the way he speaks the words. In this case, the English learners obligate to learn about phonological knowledge. English learners may be easy in speaking English with their friends or teachers. But if they do not comprehend about phonological knowledge, when they speak with foreign people, maybe she/he does not understand about what they speak do.

The purpose of this research is to know whether there is a significant correlation between phonological knowledge and pronunciation ability of fourth semester students of English Department of Lamongan Islamic University in the academic year 2014/2015.

The method used in this research is correlation design. Variable X is the students’ phonological knowledge and variable Y is students’ pronunciation ability. Population of this research is all of the fourth semester students. There are 80 students as population and the writer took 20 students as the sample. The writer gives 2 kinds of test, phonological knowledge test and pronunciation ability test. The data are analyzed by using Pearson Product Moment formula to know whether there is a correlation between phonological knowledge and pronunciation ability of the students.

The research result shows that there is a correlation between phonological knowledge and pronunciation ability of the students. Based on the calculation that is obtained, r<sub>xy</sub> value from variable X and Y is 0.223. It is categorized as a low correlation. Whereas the result of the calculation used t<sub>count</sub> formula, the writer obtained the t<sub>count</sub> value is 1.002. It means that there is no a significant correlation between X and Y variable.

Finally, based on the result of the research above, the writer gives suggestions: (1) the students must study hard about phonological knowledge so they can apply the theory in their pronunciation, (2) the students should listens some example of conversations from the native speaker of English language, and (3) the lecturers must increase their quality in teaching phonology and pronunciation.
ABSTRACT

Chosiyah, Ainul. 2015. “The Correlation between Reading Comprehension and Translation Ability of EFL Learners of UNISLA”. Skripsi, English Department, Faculty of Teacher Training and Education, Lamongan Islamic University.

Advisors: (1) Chothibul Umam, M.Pd (2) Uzlifatul Masruroh Isnawati, M.Pd

Key word: Correlation, Reading Comprehension, Translation Ability.

Reading is very important, because by reading the readers can understand what the text tells about. The students need to read the text first before they start translating the text. Translation also important, because translation is ultimately a human activity which enables human beings to exchange ideas and thoughts regardless of the different language used. The concrete problem between reading and translating that often happens can be seen in the teaching and learning process. there are many problems that are faced by the students in translating the text. When the students do not read the text better, they will get difficulties in translating.

The objective of this research to find out there is a significant correlation between reading comprehension and translation ability of EFL learners of UNISLA. This method used in this research is quantitative research and the design of the research is correlation design. Variable X is the reading comprehension and variable Y is the translation ability. The population is the subjects of the research is fourth semester students of English Department of UNISLA in academic year 2014/2015. And the sample is class A of the fourth semester. The researcher gave two test. The first is test to know the reading comprehension test, and the second is test to know the translation ability. Then, the data are analyzed by using Pearson Correlation Product Moment Formula to know the correlation between the reading comprehension and the translation ability.

The result of the research shows that there is a significant correlation between the reading comprehension and the translation ability of EFL learners of UNISLA. It is based on the result of the calculation which has explained in chapter IV that $r_{xy}$ is 0.882. It is categorized very high correlation.

Based on the result above, the researcher would like to give suggestion as; (1) The students should read many kinds of texts and try to understand and find the main ideas or information of the texts. (2) The lecturer should employ more various strategies that allow the students to understand the texts more easily without translating.
ABSTRACT

Nizar, Aril Syaikhun. 2015. *Correlation Between Mastery of Idiom With Reading Comprehension at 4th Semester of English Department Faculty of Teacher Training Education* Skripsi, English Department, Faculty of Teacher Training and Education, Lamongan Islamic University.

Advisors : (1) Hariyanto, M. Pd., M. IP.
(2) Drs. Syarif Hidayatullah.

Keywords : idiom, reading comprehension

Reading is a complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and/or constructing meaning. Reading is a means of language of acquisition, of communication, and of sharing information and ideas. The research problem from this study is: is there any significant correlation between student’s idioms mastery and student’s reading comprehension ability at 4th semester students of Faculty Teacher and Training Education English Department of Lamongan Islamic University?

In the research the writer uses correlation design. The data of the study are collected through idiom test and reading comprehension test. The data are obtained from idiom test and reading comprehension test of the students, then the data are calculated with Pearsons product moments formula. The population is all of 4th Semester of English Department Faculty of Teacher Training Education UNISLA. They consist of 77 students. There are two classes. One of these classes is taken as purposive sample, it is IV B class. This class contains 30 students.

The scores of idiom test were collected from twenty multiple-choice questions. In addition, the reading comprehension test was also given the students to asses reading comprehension. The result of this study shows that there is a negative relationship between mastery of idiom and reading comprehension it is proved by the \( r_o (0.067) \) which is smaller than \( r_{table} \) in the degree significance 5% (0.367). It is considered that the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) which state that there is no significant relationship between mastery idiom and reading comprehension is rejected. In conclusion, there is a negative relationship between mastery idiom and reading comprehension. It means that students with higher idiom mastery not also get better in reading comprehension.

Based on the finding above, there are suggestion for teacher to give students input of idiom as much as possible, because the input of idiom will be an encouragement and helping for students to comprehend the text. For language learners, it is suggested to enrich their knowledge and comprehension through idiom if they want to improve their reading comprehension skill.
ABSTRACT

Tyas, Dwi Novitaning 2015. The Effect of Previewing as Pre-Reading Activity to the Students’ Reading Comprehension Ability at Seventh Grade of SMPN I KEMBANGBAHU in the Academic Year 2014/2015. Skripsi. English Department, Faculty of Teacher Training and Education, Lamongan Islamic University. Advisors: (1) Chothibul umam, M.Pd., (2) Uzlifatul Mazruroh Isnawati, M.Pd.

Keywords: Previewing Strategy, Pre-Reading, and Reading Comprehension

Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one’s knowledge of the language. Reading is very necessary to widen the mind and gain and understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language. In this research, the problem of the study is: “Is the use of previewing as pre-reading activity effective to the students’ reading comprehension ability at seventh grade of SMP Negeri I Kembangbahu in the academic year 2014/2015”. The objective of this study is “To measure whether of previewing as pre-reading activity is effective to the students’ reading comprehension ability at seventh grade of SMP N 1 Kembangbahu in the academic year 2014/2015”.

In this study, researcher used a quasi-experimental quantitative research design with two groups of pre-test and post-test two groups. To get the data, the researcher use one instrument of research. The data of this study were collected by using the test. The data are obtained from reading test (pre-test and post-test) of the students, then the data are calculated with t-test formula. The population of this study is the students of the seventh grade of SMP Negeri I Kembangbahu 2014/2015 academic year. The samples of this study are the students of the seventh E and F. Each group consists of 28 students.

The result of calculation t-value or t-test from experiment and control group is 11.55 and t-table level 0.05 and 0.01 with df = 54 is 1.67 and 2.39. It means that there is effective or significant value, therefore the hypothesis alternative is accepted.”The result of pre-test and post-test is different and it is influenced by treatment which shows improvement of the students reading ability”.

There is significant effectiveness of previewing as pre-reading in teaching reading comprehension at seventh grade of SMPN 1 Kembangbahu in the Academic Year. In conclusion the alternative hypothesis is accepted. The teacher should build the students’ interest in reading through pre-reading stage. This happened because the pre-reading stage builds the students’ background knowledge and experience, which are needed for reading activity.
ABSTRACT

Setyaningrum, Diyah Aprilya. 2015. 061110055. “The Effectiveness of Vocabulary Journal to Increase Students’ Vocabulary Mastery at The Eighth Grade of SMP Negeri 2 Sugio in The Academic Year 2014/2015”. Skripsi. English Department. Faculty of Teacher Training and Education. Lamongan Islamic University.

Advisors : 1). Uzlifatul Masruroh Isnawati, M.Pd.
           2). Samiran, M.Pd.

Keywords : vocabulary mastery, vocabulary journal.

Vocabulary is one of the language components that is important in learning English. Vocabulary mastery is considered a power in using language. Students who are rich in vocabulary will be able to develop the four language skills such as reading, writing, speaking and listening.

The objectives of the study are : (1) to know whether vocabulary journal is effective to increase the in student vocabulary mastery at the eighth of SMP Negeri 2 Sugio in the academic year 2014/2015?, (2). to know how the student response is towards vocabulary journal to increase the students’ vocabulary mastery at the eighth grade of SMP Negeri 2 Sugio in the academic year 2014/2015?

This research used Quasi-Experimental design. The research used takes 28 as students control and 29 as students as experimental group. The data were gained from pre-test,post-test, and questionnaire.

The finding of this research shows that the students; ability control eksperimen is high (80) and the low (50). While the experiment group is high (90) and the low (50). data of data of control experimental it clear that the total of deviation is 300 and the total of the deviation square is 1498 and based on the result above, the researcher gets the deviation the result of t-test is 8,15 and t-table is 2,06 at the t-test is of df 11 it means t-test is higher than t-table. And than is clear that the total of deviation is 350 and the total of the deviation square is 1612 and based on the result above, the researcher gets the deviation the result of t-test is and t-table is 8,61 at the t-test was of df 12,06 it means t-test was higher than t-table.

The researcher can describe that the score of post test is higher than pre test, because using vocabulary journal to increase of students’ vocabulary mastery at the eighth grade of SMP Negeri 2 Sugio in the academic year 2014/2015 is effective. So, the hypothesis was accepted.

Finally, the researcher suggests the effectiveness of students’ vocabulary mastery by vocabulary journal. Moreover, an English teacher should be creative to new innovative techniques to motivate their students in learning English, especially vocabulary.
ABSTRACT

Zackariya, Eddie. 2015. *The Effectiveness of Using Tourism Brochures in Teaching Writing Descriptive Text at the Eight Grade of SMPN 2 Sugio in Academic Year 2014/2015*. Skripsi English Department Faculty of Teacher Training and Education Lamongan Islamic University.

Advisors: 1) Moh. Nurman, M.Pd,
2) Chothibul Uamam, M.Pd

Keywords: Effectiveness, Tourism Brochure, Writing Ability

English as one of the important languages is used by most people in the world as the first or second language as tool of communication. For example in Europe, English has become the international language of communication.

Many students say that writing is one of skills which is difficult to master. However, if the teacher can present the suitable media related to the topic, writing will be fun and easy to master. In teaching writing, a teacher must be able to present suitable media in the class that can attract students’ motivation in teaching and learning process. So, the students can express their thought, feeling or idea. Actually, there are many media which can be used in teaching writing, one of them is using tourism brochure. Tourism brochure is a short booklet or pamphlet. It is thin, boundless which usually gives information about forthcoming events, place, holiday sites, product etc.

The problem proposed in this research is: Is there any significant before and after being taught by using tourism brochures in the Eight grade students of SMPN 2 Sugio? The Purposes of this research: To find out if there is any significant different before and after being taught by using tourism brochures in the Eight grade students of SMPN 2 Sugio.

The result of this study, the writer finds that t-test of statistical calculation is 8.474 and in t-table 2.457 for df 30. So, it shows that there is effectiveness of using tourism brocures in teaching writing descriptive text at the Eight grade of SMPN 2 Sugio Lamongan in the academic year 2015.

Based on the explanation above, it means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Hi) is accepted.

Finally, The researcher hopes that this research is expected to develop the learning models that are effective, efficient, and able to engage students active in learning English, especially in writing.
ABSTRACT

Dj, Eka Lana Rizkiyananda. 2015. Improving Students’ Ability in Writing Descriptive Text Through Teacher Feedback In Eighth Grade At SMPN 1 Glagah In The Year Academic 2014/2015 Skripsi, English Department, Faculty of Teacher Training and Education, Lamongan Islamic University.

Advisors : (1) Hariyanto, S. Pd., M. IP.
            (2) Drs. Syarif Hidayatullah

Keywords : Descriptive Text, Teacher Feedback

This study aims to describe application of Teacher Feedback strategy to the students’ writing descriptive text and to explain the improvement the students’ writing ability in the eighth grade SMPN 1 Glagah in the academic year 2014/2015.

Design of the research is classroom action research. Instrument used for data collection was observation checklist and test. Subject in this study were students in the eighth grade at SMPN 1 Glagah. The criteria of success is based on completeness minimum criteria (KKM) of English lesson at SMPN 1 Glagah is 75. The majority of students must meet the target to obtain the value of 75 as much 70 % of students enrolled in this study can be said to be successful. This study was conducted in two cycles. The first cycle of the average value is 65 and on the second cycle of the average value of 75.5.

The result of the study shows that the teacher feedback can improve students’ writing achievement. Students actively participate and have a good response during the implementation. They can develop and express ideas in the writing descriptive text.

Finally suggested to the teachers to teach writing using a variety of techniques. That was done to make the students keep the spirit. Teachers should make the use of teacher feedback as an alternative strategy in teaching English to improve students’ ability and students’ score because this strategy has been proved to improve students’ ability in writing descriptive text. For the students, they must study and understand vocabulary, grammar, and content of text because those are very important aspects in writing. And the next researchers are suggested to use teacher feedback to motivate the students to improve students’ ability in another grade, another subject, another topic, another text, or another skill.
ABSTRACT


Advisor I : Madekhan, S.Pd., M.Si.
Advisor II : Moh Nurman. M.Pd.

Keywords : language shift, migrant

Language shift is the one of social phenomena in social life. Whereby the migrants from other regions which have different mother tongue have adapt with the dominant language of society. Language shift is the process shift or displaces of one minority language mother tongue to a language of wider society (Holmes, 2008:56). It occured in Sugihwaras Village, Deket Subdistrict, Lamongan Regency.

The objectives of this research are to describe the process of language shift and the factors motivate it in the migrants at Sugihwaras Village, Deket Subdistrict, Lamongan Regency.

This research is categorized as qualitative research because the writer presents the data by describing and analyzing it. Moreover, this research is categorized as ethnography which explores the observable and learned patterns of behavior, customs, and ways of life of a culture-sharing group. Thus, the writer emphasizes on the language shift as the part of culture. The subject of this research is two migrants who stay in Sugiwaras Village, Deket Subdistrict, Lamongan Regency which have the mother tongue beside Javanese. They are a Madura’s migrant with Madurese, and South Sulawesi’s Migrant with Buginese.

In finding the required data, the writer finds that the process of language shift occured gradually, adapted with domain and through intergeneration. It is also motivated by some factors, such as economic, political, social, demographic factors, attitudes and value. Finally, the writer hopes the other students can do more study toward the other social phenomena and get better knowledge and experience.
ABSTRACT


Advisors: 1. Fathurrahman Sueb. S.Pd M.M.,
2. R. Chusnu Yuli Setyo. M.Pd.

Key words: Teacher Problem, utilization of instructional media, teaching English teaching

In this skripsi the researcher wants to convey the importance of instructional media in the process teaching learning to improve student’s abilities. The researcher finds some problems to teachers, based on instruct teaching English. This researched focuses on utilization of instructional media in the junior high school students of MTs. Terpadu Roudlotul Qur’an and SMPN 3 Lamongan. The purposes of study to describe that use media of teachers’ English toward utilization of instructional in teaching strategies.

The research method is a case study to shows utilizing instructional media in the Junior High school encountered media in the process teaching learning at class; in conducting this research the researcher uses descriptive qualitative study. The data comprised from the result of the observation, and interview to the students and English teachers. To gain the data needed, the researcher came early into the class to observation by used triangulation and gives questionnaire to supports the interview. The purposes of this research are: 1. to identify problems encountered by the teachers in the utilization of instructional media in English teaching. 2. To identify strategies used by the teachers in handling problems in the utilization of instructional media in English teaching.

The result of these skripsi are: a) The teacher problems are how to manage students in the process learning community; b) The teacher had low motivation learning and problems cannot solve students lazy to learn; c) Teachers have low abilities because they cannot use technology; d) Teacher has not completed media to develop students’ ability; e) The teachers have abilities to apply technology but not facilitate in the school. Therefore, of the solution to problems in applying computer assisted instruction to the teaching learning process the procedure to handling such as: a) Computer b) Facilities and administrators emphasis; c) build up Teachers’ Concept and Teaching Beliefs; c) Reduce Teachers’ Workload; d) Improve Teachers’ and Students’ Computer Competence, and e) Do Self Evaluation

Finally, the researcher suggests that the teachers should utilize instructional media to students in learning and the teacher using with the appropriate into teaching learning process. In order to teacher does procedure by the better for gives supported to student joyful and enjoy learning.
ABSTRACT

Kurnia, Frindana. 2015. An Analysis of the Use of the Coherence Device in Skripsi Abstracts Written by Students of English Department of UNISLA. Lamongan: English Department-The Faculty of Education and Teacher Training of Lamongan Islamic University.

Advisors: 1. Samiran, M.Pd
2. Erny Trysiani, M.Pd

Keywords: Coherence, Coherent device, Abstracts, Logical Order

Making a good abstract in fact is not an easy thing for most students in university. It is proven by the reality that majority of students’ abstracts found around are not well arranged, or in another word, they are not coherent. What makes them not coherent among others is because the students only ‘put’ and ‘stick’ the information in their abstracts irregularly without thinking whether their ideas have been coherently linked each other or not. Knowing that this phenomenon often happens, and many students still do the same mistakes, the researcher finally feels interested to conduct a research on coherence device used in the skripsi abstracts written by the students of English Department of Lamongan Islamic University.

In this research, there is one main problem that is investigated by the researcher, that is: What types of logical order used by the students of English Department of Lamongan Islamic University in academic year 2010/2011 in writing their skripsi abstract?

Additionally, in conducting this research, the researcher uses a descriptive qualitative research method to analyze the data. Furthermore, in collecting the data, the researcher does several steps. First, the researcher reads the skripsi abstracts written by the students of English Department of UNISLA in academic year 2010/2011. Second, the researcher classifies the skripsi based on the types of skripsi, which CAR/Experimental/Case Study, etc. After classifying the skripsi, the researcher continues by selecting the up to ones. Next, the researcher classifies the logical order of abstract based on the types of abstract: informative or descriptive. The last, the researcher makes a conclusion from the result of the research.

Based on the data analyzed, the researcher found that almost all students combine the devices from the types of logical order abstract descriptive (purpose and scope of the study) and informative (background of the study, research problem, method, result and conclusion) in writing their abstract. In other words, the logical order of their abstracts does not include descriptive or informative. Meanwhile, there is only one the type of logical order abstract that appropriate with the types of logical order abstracts proposed by Sitepu, that is the researcher 8. She uses the devices from the type of informative logical order abstract, such as
background of the study, research problem, method/approach, result and conclusion in writing her abstract.

Knowing that almost all students use of the type of logical order abstract not descriptive or informative, and only one the student uses of the type of logical abstract proposed by Sitepu, the researcher can conclude that most of students just take the important point of thought or ideas to be made as a paragraph, without thinking whether those “things” have been coherently well arranged or not.

Finally, after conducting this research, the researcher hopes to the next researcher of the similar study to analyze other students’ academic writings, such those found in writing class so that they can find more various patterns of sentences and paragraphs with more coherent devices.
ABSTRACT

Rukmanasari, Hardianti. 2015. Increasing Students’ Vocabulary by Applying Compare-Contrast Strategy of the Sevent Grade Students of SMP Negeri 1 Kembangbahu Lamongan in Academic Year 2014/2015. Skripsi, English Department, Faculty of Teacher Training and Education, Lamongan Islamic University. Advisors: (I) Chothibil umam, M.Pd. (II) Uzlifatul Masruroh Isnawati, M.Pd.

Keywords : Vocabulary, Compare-Contrast Strategy

English is very interesting and challenging. It is used for communication among people in the world. One of the components of English language, which needs to study, is vocabulary. That is why the researcher conducts a study entitle: Increasing Students’ Vocabulary by Applying Compare-Contrast Strategy of the Seventh Grade Students of SMP Negeri 1 Kembangbahu Lamongan in Academic Year 2014/2015. The problem of this study is “How can compare-contrast strategy increase students’ vocabulary of the seventh grade students of SMP Negeri 1 Kembangbahu in academic year 2014/2015?”. And the objective of this study is “To increase students’ vocabulary by applying compare-contrast strategy of the seventh grade students of SMP Negeri 1 Kembangbahu Lamongan in academic year 2014/2015”.

This study used collaborative classroom action research design. The collaborative classroom action research approach was implemented. The researcher and the English teacher planed the action, implement the action, observing the action, and reflect the action.

The result of the research are the average of the test in Cycle I is 80. The highest score of the test is 96 and the lowest score is 64, while the criterion of success is 75. It means that the students are successful if they get score ≥ 75. Based on the test result in cycle I, only 16 students reach the criteria of success and there are 7 of the students get score under 75. It means that the students are not successful because the students’ total score does not reach the criteria of success.

But in cycle II, the total score is fairly satisfying, the average is 88. The highest score of test is 96 and the lowest score is 76. The criterion of success is 75. Based on the total score in Cycle II, it means that the students are success because the students’ total score reach the criterion of success.

Based on the result of the study, some recommendations for the English teacher and the next researcher were offered. For the English teacher, it is suggested that they showed implement this strategy in teaching vocabulary. It was considered and enjoyable for students.
ABSTRACT


Advisors : 1). Samiran, M,Pd.

2). Drs. H. M. Tsalits Fahami, M.M

Keywords : Morphemes, English Morphemes

To master English, students need to conquer and have to get many vocabularies. Vocabulary is one of the most important aspects to get good skill in English. Morphology is concerned with the internal structure of words and the rules for forming words from their subparts, which are called morphemes. As Matthews says, Morpheme is the smallest meaning full word or part of a word, which contains no smaller meaning parts. English morphemes are morphemes which are used in English.

In this research there is one problem, how is the understanding of the English department students on the usage of English Morphemes. The objective of the study is to know how far the understanding of the English department students on the usage of English Morphemes. Related to the problem above, this research is qualitative research. The researcher uses case study design to know the understanding of English department students.

The data for this study are collected by using one instrument, achievement test. The achievement test is used to gather other information to find out what students exactly how the English department students understanding of English morphemes by using vocabulary tests. The test consist of 30 item tests. The detail questions about the test suffixes and the prefixes. Next, the researcher clusters the data based on the suffixes and the prefixes words process. Finally, the researcher analyzed it completely.

The researcher bases method of studying mainly on a book written by Prof. Dr. Sugiyono “Metode Penelitian Kuantitatif Kualitatif dan R&D” namely the rating scale. Total score criterion (when each item gets the highest score) = 4 x 30 x 20 = 2400. Thus the students’ understanding 4A according to the perception of 20 respondents was 1334 : 2400 = 55% of the defined criteria.

The finding of this research shows that; the students’ understanding on suffixes, especially -able and -ment better than suffixes -ant, -ial, -ion, -an and – al. Whereas prefixes, un-, dis-, non- and re- equal. The poorest ones are the understanding of suffix = ful, ity, ive, ce, ic and ify. all of them got 0. Taken from explanation of chapter 4 in table 4.2 and 4.3 can be concluded the result is poor.
ABSTRACT

Inayahwati, Khilmah. 2015.061110067, *Teacher’s and Student’s Perceptions of Motivational Teaching Strategies (A Case Study at Two Junior High Schools at Lamongan)*. Skripsi. English Department, Faculty of Teacher Training and Education, Lamongan Islamic University.

Key Word: Motivation, motivational teaching strategies, teachers’ perceptions, students’ perception.

The Advisor: M. Nurman, M.Pd 
Chothibil Umam, M.Pd

Motivation is one of the most frequently used words in psychology. It refers to the factors which move or activate the organism. Motivation can be defined as the process of activating, maintaining and directing behavior towards a particular goal.

This research focuses on motivational teaching strategies by seventh grade students of SMPN 2 Sugio and SMPN 3 Lamongan. The purposes of the study were to describe the perception of Junior High School teachers’ toward motivational teaching strategies. In conducting this research the writer uses descriptive qualitative study. The data comprised from the result of the observation, the questionnaire, and interview to the students and English teachers. To gain the data needed, the writer comes to the class to observe the students and the teachers about perception of motivational teaching strategies. The researcher gave questionnaire to support the interview.

The result of observation, questionnaire, and interview shows that there are several problems faced by students about motivational teaching strategies. The first were perception of Junior High School teachers’ toward motivational teaching strategies. The second were perception of junior high school students’ toward motivational teaching strategies. Besides, the teachers were the factors to motivate the students. And the teachers had to support the students in enjoying the learning.

Finally, the writer suggests to the teachers. They should motivate students in learning and the teachers appropriate the teaching strategies in the classroom, so the students can enjoy their learning.
ABSTRACT

Maghfiroh, Lailatul. 2015. *The Effectiveness of Thinkquest Based Project Learning in Writing Procedural Text at the ninth class of SMPN 1 Glagah in The Academic Year 2014/2015*. Skripsi English Department Faculty Of Teacher Training and Education Lamongan Islamic University.

Advisors : (1) Hariyanto, S. Pd., M. IP. , (2) Drs. Syarif Hidayatullah

Keywords : Thinkquest, Writing, ProcedureText.

In this research the researcher uses “Thinkquest” as Technique to teach Writing Text especially in Procedure for the ninth grade students in SMP N 1 Glagah. In addition to explaining about what is the Procedure text, the generic structure and the researcher also explains and emphasizes on the simple present tense as the language feature of the procedure text. The main problems in this research are: 1. Is ThinkQuest-based Project Learning effective in teaching writing procedural texts at the ninth class of SMPN 1 Glagah?, 2. How is students’ response of learning writing procedural text by using ThinkQuest-based Project Learning method?

This research explores the effectiveness of Thinkquest Technique in Teaching Writing Procedure Text. The researcher conducts an Experimental Research. The population is all of ninth grade students of SMPN 1 Glagah in the academic year 2014/2015. They consist of 68 students. There are three classes. One of this classes is taken as purposive sample, it is 9B class. This class contains of 23 students. For collecting data, the researcher uses test and questionnaire.

The results of this research are: 1. Based the result of this study, the researcher finds that t-test of statistical calculation is 1.563 and in t-table 1.319 for df 22. So, it shows that there is effectiveness of thinkquest based project learning in teaching writing procedural text at the ninth class of SMPN 1 Glagah Lamongan in the academic year 2015. 2. Based on the result of students’ questionnaire, the researcher can make a conclusion that students are interested in And the result of students responses from questionnaire is 57.17% which categorized as “enough”. So it can be said that the thinkquest based project learning in teaching writing procedural text at the ninth class of SMPN 1 Glagah Lamongan in the academic year 2015 is effective.

Based on the result above the researcher gives suggestions for teacher so that they can choose a technique which suitable with the materials and the technique is relevant with students need, so they are interested and enthusiastic follow the lesson.
ABSTRACT

Fahmy, M.S, 2015. A critical discourse analysis of language, power, and media ideology based on Norman Fairclough method on the news about a street vendor who insulted Joko Widodo –Megawati on Jakarta Post online newspaper. Skripsi. English Department. Faculty of Teacher Training and Education UNISLA. Advisors: Uzlifatul Masruroh Isnawati, M.Pd and Samiran, M.Pd

Keyword: Textual analysis, Insults, Cybercrime, and News.

This research aims to discover the insults of street vendor for Indonesia’s President (Jokowi) and the chief of PDIP Megawati Soekarnoputri in Facebook using critical discourse analysis (CDA) by Norman Fairclough based on Jakarta Post online Newspaper views. The research questions are how is CDA based on Norman Fairclough method and how is the relation between language, power, and media ideology on the news about street vendor who insulted Joko Widodo and Megawati.

The method uses in this research is text analysis by applying and adapting the approach of Fairclough’ critical discourse analysis supported with Zhondang Pan and M.Kosicki’s framing analysis theory. The method in this research is classified into the category of qualitative research methods. The main focal point of this approach is seen a language as the power practice and also seen how language’ user brings certain ideological values then needed a thorough analysis.

Based on the text analysis at Jakarta Post’s online news text, the researcher has found some facts and unique events. The facts were found at the news is shows the presence of relation between language, power, and media’s ideology. In terms of texts, The Jakarta Post online tends to be more supports Jokowi compared Arsyad.Space owned by www.thejakartapos.com in spreading the news to the public fully utilized by portraying a good image for Jokowi and Arsyad as the fool guy who is not wise using internet. This research fells so important to know and understand clearly. To know what is Jakarta post newspaper and its characterization. Then, it will be describes how is the newspaper (Jakarta Post - online edition) take a role constructing and presenting the insult issue for Jokowi-Megawati in the news text.
ABSTRACT

Safitri, Mareta Dwi. 2015. The Effectiveness of Brochure Media in Teaching Speaking at the Ninth Grade Students of SMP N 1 Glagah in the Academic Year 2014/2015. Skripsi, English Department, Faculty of Teacher Training and Education, Lamongan Islamic University.

Advisors : (1) Hariyanto, S. Pd., M.IP.
(2) Drs. Syarif Hidayatullah

Keywords : brochure media, teaching speaking

Speaking is one of the important skills for the students to master. In fact, there are many students who had problems with speaking in everyday life. Most of the teacher gives a little allocation of time for speaking class, this condition gets worse that most of the students tend to be passive to use English in the classroom. One way of speaking which said to support the students to have courage in speaking English is using brochure media. The research problems in this research are: (1) is brochure effective for teaching speaking? (2) how is the students’ response toward the use of brochure for teaching speaking?

In the research the writer uses experimental quantitative design. The data of the study are collected through speaking test and questionnaire. The data are obtained from speaking test (pre-test and post-test) of the students, then the data are calculated with t-test formula. The questionnaire is given after doing the post-test to all of the students, the data are obtained from the questionnaire of the students are computed and translated into percentage to know the students’ response. The population is all of ninth grade students of SMP Negeri 1 Glagah in the academic year 2014/2015. They consist of 68 students. There are three classes. One of these classes is taken as purposive sample, it is IX B class. This class contains of 23 students.

Based on the t-test, the result of t-value 9.51 is higher than t-table 2.07 at level of significant 5% and t-table 2.81 at level of significant 1% with d.f 22. It means that there is effective or significant value, therefore the hypothesis alternative is accepted. (1) the result of pre-test and post-test is different and it is influenced by treatment which shows improvement of the students speaking ability. (2) The questionnaire is used to know the students’ response toward the use of brochure for teaching speaking. The result of students’ response are 81.7%, it can be concluded that the brochure media is good or effective to help them speak well.

Based on the findings above, some suggestions for English teacher to teach speaking with the new media, and do the teaching with an interesting way. For the students, they are hoped not be shy in express something, especially in express their ideas or their opinion. For the further researcher, it can support them and can be used as a consideration for teaching and learning process in the future.
ABSTRACT

Khoiroh, Maulidatul. 2015. The Use of Students’ Personal Experiences to Increase Writing Narrative Text at Eighth Grade of SMP Negeri 1 Glagah in Academic Year 2014/2015. Skripsi, English Department, Faculty of Teacher Training and Education, Islamic University of Lamongan.

Advisors: (1) Erny Trysiani, M. Pd.
(2) Drs. Syarif Hidayatullah

Keywords: writing, students’ personal experiences, narrative text

Writing skill is the last sequence in English learning process after listening, speaking, and reading. Among them, writing is a difficult skill because writing involves complex thinking that must integrated multiple components including the topic or theme, cohesion, etcetera. In fact, there are many students that feel difficult in learning English, especially in writing. To solve the problem of writing narrative text the researcher used students’ personal experiences as media to increase writing narrative text at eighth grade of SMP Negeri 1 Glagah. This is in line with what O’Malley and Pierce (1996:136) state that in expressing knowledge of the content, students conduct a memory search and call on prior knowledge and experience.

The design of research was action research design. The instruments of collecting data in this research were test and observation checklist. The subject of the study of this research was the eighth grade students of SMP Negeri 1 Glagah, especially 8A class consisting of 20 students.

The criteria of success are based on the Minimum Passing Criteria (Kriteria Ketuntasan Minimum-KKM) of the English subject in the SMP Negeri 1 Glagah that is 75. The majority of the students (75%) achieved the score greater than or equal to 75. This research was done in two cycles. The result of second cycle, the average score was 75.85. The result of the study showed that the use of students’ personal experiences can improve the students’ writing score especially in develop content. They can express their idea in writing narrative text creatively.

Finally, it is suggested for the teacher to teach writing skill using attractive and interesting media, give the students’ motivation and to learn English especially writing is such as easy and interesting to learn, give more writing exercises with various media. For the students, they should keep or increase their achievement in learning English. The further researchers suggested to use students’ personal experiences to teaching English in different level, grade, subject and topic.
ABSTRACT

Na’imah, Muni’atun. 2015. The Use of Peer Feedback Technique in Teaching Writing Descriptive Text for the Eighth Grade Students of SMP Ma’arif 4 Mantup in the Academic Year 2014/2015. Skripsi, English Departement, Faculty of Teacher Training and Education, Lamongan Islamic University.

Advisors : (1) Hariyanto, S. Pd. M.IP., (2) Drs. Rusjdan, M. Pd

Keywords : Peer Feedback, Writing, Descriptive Text.

This study is intended to use “Peer Feedback” as Technique to teach Writing Text especially in Descriptive for the eighth grade students in SMP Ma’arif 4 Mantup. In addition to explaining about what is the Descriptive text, the generic structure and the researcher also explains and emphasizes on the simple present tense as the language feature of the Descriptive Text. The research problems in this research can be stated that Is Peer Feedback Technique effective in Teaching Writing Descriptive text for the eighth grade students of SMP Ma’arif 4 Mantup in the academic year 2014/2015 and How is Students’ Response toward using Peer Feedback Technique in teaching writing descriptive text for the eighth grade students of SMP Ma’arif 4 Mantup in the academic year 2014/2015?

The design of the research is Experimental especially the one group pretest-postest (pre experimental). This research explores the effectiveness of Peer Feedback Technique in Teaching Writing Descriptive Text. The Sample is the eighth grade students exactly class VIIIA that consists of 27 students. For collecting data, the researcher uses test and questionnaire.

The result of the study are based on the result of writing test, it can be concluded that the use of Peer Feedback Technique is effective to teaching writing Descriptive Text for the eighth grade students of SMP Ma’arif 4 Mantup in the academic year 2014/2015. And the researcher found that the critical value of df 26 is 13,135, t-table2,05 at levels of significance 0,05. It was higher than t-table, and it means the hypothesis (Ha) is accepted. And Based on the result of students’ questionnaire, the researcher can make a conclusion that students are interested in using Peer Feedback Technique in Learning Writing text especially in Descriptive or they have good response in using Peer Feedback Technique. It proved by the result of questionnaires, that is 79 %, it is included in good category.

Based on the result above the researcher gives suggestions for teacher so that they choose a technique which is suitable with the materials and the students’ need, so they are interested and enthusiastic in following the lesson.
ABSTRACT


Key Words: affix, derivational affixes

The morphological analysis is the main areas in studying vocabulary. Morphological analysis itself is analysis that breaks a word into its elements (root, prefix and suffix). Meanwhile, derivational affixes is the part of morphological analysis. So, it is important for the students to study about derivational affixes. When the students are able to identify derivational affix, they can develop their vocabulary because from just one word it can gain many words with different part of speech. The novel is a long essay in prose and contains a series of human life stories with others around them with accentuate the character and nature of the actor. The Lovely Bones by Alice Sebold is a novel inspired by a true story from the author. Having seeing such phenomenon, the writer finds mastering English is not easy if the students are lack of vocabulary. This research aimed to find out the derivational affixes in Lovely Bones by Alice Sebold.

This research is descriptive qualitative research in which writer tries to find out the derivational affix and the roots from the words in of Lovely Bones by Alice Sebold without using statistical calculation. In this research the writer uses all of words that are attached prefix and suffix as the data. The data source is all the chapters which are the beginning of the story, rising the case and the solution in Lovely Bones by Alice Sebold.

The result of analyzing data a gains the derivational affixes that are found in Lovely Bones by Alice Sebold are in- (2), un- (37), a- (6), re- (6), im- (5) as prefix, while suffix are -ly (115), -able (11), -er (5), -al (1), -ous (9), -y (5), -ee (1), -ion (19), -ment (8), -ful (20), -less (15), -ence (1), -ness (18), -ure (1), -fy (2) and many others. From the conclusion of this research, the writer suggests to improve their mastery of vocabulary, the readers should apply the derivational affixes by breaking the word into its elements root and affixes because from one word they can get the structure of words and they also find how the words built. By knowing the roots, the readers can build the word by themselves.
ABSTRACT


Advisors : (1) Samiran, M.Pd
(2) Drs. H. M. Tsalits Fahami, MM

Keywords : Teaching Speaking, Two Stay Two Stray Method

The English Education in Indonesian is going better nowadays. One of the influences is because the English education is begun from Junior High School. In the natural situation of second language learning, young children will do better than adult. It becomes the basic of thinking why English is taught at Senior High School. Beside, teaching and learning English process at senior high school becomes basic of English for students at the next level, the quality of teaching and learning in senior High School must be increased. Teaching and learning process should be begun from speaking because through speaking, the students could practice directly with their friends. In MTs Thoriqul Ulum Lamongan, the students still get difficulties in speaking because they never practice speaking. In this study Two Stay Two Stray method in teaching speaking at the school. The problem of this research are : “1. How is the application of teaching speaking skill by using Two Stay Two Stray method? 2. How is the students’ response after being taught by using Two Stay Two Stray method?” and “1. To describe the application of teaching speaking skill by using Two Stay Two Stray method, 2. To explain the students’ response after being taught by using Two Stay Two Stray method.

In this study the researcher is attempt to describe the use Two Stay Two Stray in teaching speaking skill by the seventh grade students of MTs Thoriqul Ulum Lamongan the researcher employs Qualitative type Case Study. The subject of this study is the seventh grade students of Junior High School, the researcher also used Qualitative research type case study. The instrument is observation, interview, and questionnaire.

The findings, after identifying the data from observation, interview, and questionnaire, the researcher concludes that the seventh grade students’ MTs Thoriqul Ulum Lamongan can use Two Stay Two Stray method to teach speaking after the researcher ask the teacher teach speaking by using Two Stay Two Stray method. Besides the response of students in table 4.2 can explain if the response students toward Two Stay Two’ Stray method is good (72 %).

Finally, after conducting the research, the researcher suggested that the teacher uses Two Stay Two Stray method in teaching speaking. And further researcher is expected to conduct the researcher by using this method at another skill, writing, reading, and listening.
ABSTRACT

Rovita, Nur. 2015. *The Mistakes and Difficulties Faced by the Students in Translating English Text into Indonesian at the Eighth Grade of SMPN 1 Mantup*. Skripsi, English Departement, Faculty of Teacher Training and Education. Lamongan Islamic University.

Advisors: (1) Hariyanto, S.Pd., M.IP
(2) Drs. Rusjdan, M.Pd

Keywords: *Mistakes, Difficulties, Translation, English, Indonesian.*

This research is focused on students’ mistakes and difficulties in translation. In translating English text into Indonesian is not easy because both of them have different systems. And this topic was chosen, because the facts show that many students have difficulties in translating English text into Indonesian. The objectives of this research were: 1). to know the mistakes found in students’ translation of English text into Indonesian. 2). to know the difficulties faced by the students in translating English text into Indonesian at the eighth grade of SMPN 1 Mantup. 3). to know the solutions used by the teacher to overcome the difficulties faced by the students in translating English text into Indonesian at the eighth grade of SMPN 1 Mantup.

The design of the study was descriptive qualitative design. The respondents were 64 students of eighth grade at SMPN 1 Mantup and 2 English teachers. For collecting data, the researcher uses test, questionnaire and interview.

The result of the study was students’ total mistakes were 1965 items, consisting of five aspects. They were relative pronoun 123 items (6%), adjective 339 items (17%), verb 647 items (33%), noun 472 items (24%), conjunction 384 items (20%). Based on Nababan (2008:48-50), there are some problems of meaning in translation they were lexical meaning, grammatical meaning, contextual meaning, textual meaning, and socio-cultural meaning. But in this research were found two difficulties of translation that according to the level of eighth grade students, they were lexical meaning and grammatical meaning. Then, the students’ mistakes in many aspects can be classified into two difficulties. They were lexical meaning and grammatical meaning. Relative pronoun, verb, and conjunction were included in grammatical meaning. Meanwhile, adjective and noun were included in lexical meaning. The result of questionnaires 75% students got difficulties in lexical meaning, 62.5% students got difficulties in grammatical meaning. Then, the teachers’ solutions to solve it were a). by giving motivation, b). by asking the students to memorize new vocabulary with the meaning, c). by asking the students to learn more about grammar, and d). by giving feedback to the students. So, the researcher can conclude that the eighth grade students of SMPN 1 Mantup get mistakes and difficulties in translating English text into Indonesian.

Based on the result above the researcher expects that this research finding can be used as the reference for the teacher to pay more attention students’ English translation. And this research can also be used as reference for the teacher to improve their teaching technique especially in teaching translation.
ABSTRACT


Advisors: (1) Samiran, M.Pd., (2) Drs.H. M Tsalits Fahami, M.M.

Keywords: Vocabulary materials, Content standard, Android software.

The development of learning innovation. Indonesia people make many development material for children. Developing materials is complicated works, a lot of found as well. In contrast, difficulty of find material which is interesting material for children. In addition to the previous reason, the teachers probably are not convinced that they are capable of vocabulary good materials themselves; thus, they seemingly never try to develop their materials. That is why the researcher take the problem of the research as follows: 1) How is effective Vocabulary Material based on android software for children of the students MI Nurul Hidayah Lamongan?

This study explored the application vocabulary material based on android software to improve the students’ vocabulary. The researcher conducted a Research and Developing Material (R&D). She investigated students of MI Nurul Hidayah Lamongan as the subject of the study. For collecting data, the researcher used questionnaire and interview to find out how effective vocabulary material based on android software application teaching English students, interview used to find out there any increase of the students’ vocabulary mastery after taught by using vocabulary android software to know how the students response about this media.

The result of the study are: 1. Based on the questionnaire is mentioned that the media of vocabulary material based on android software in teaching English vocabulary at MI Nurul Hidayah Lamongan is very attractive in students’ motivation.
ABSTRACT

Rohmana, Rina, 2015. Improving the Students’ Writing Skill on Descriptive Text through Group Investigation Method at the Eighth Grade of SMPN 1 Glagah In Academic Year 2014/2015. Skripsi. English Department, Faculty of Teacher Training and Education, Islamic University of Lamongan.

Advisors: (1) Erny Trysiani, M.Pd (2) Drs. Syarif Hidayatullah

Keywords: Teaching Writing. Group investigation, Descriptive Text

Writing is a language skill which is difficult to acquire. It is furthermore one of which relatively few people are required to be expert (Tribble, 2003:3).

In this research, there are two problems that is invetigated by the researcher, that are: 1. How can Group Investigation method be applied to the students’ writing descriptive text for the eighth grade of SMPN 1 Glagah in academic year 2014/2015? 2. How can Group Investigation method improve the students’ writing ability in descriptive text for the eighth grade of SMPN 1 Glagah in academic year 2014/2015?

Additionally, in conducting this research, the researcher uses Class Action Research method to analyze the data. Furthermore, in collecting the data the researcher used observation and test.

Based on the data analyzed, the researcher found out that the average achievement of students in the cycle 1 was 65.3. Therefore, the student’s score is not considered successful since no one passed the minimum criterion score. And the second cycle the average achievement of students was 75.2. It means, in second cycle the students have met the criteria of success. Therefore, the cycle must be stopped.

From the findings it can be concluded that by using Group Investigation method can improve students’ writing skill in descriptive text. When in the preliminary study only 4 students who passed the minimum passing criterion score, the reseacher as teacher did not use students’ Group Investigation in teaching descriptive text. Then, during cycle 1 the researcher using this method and there were 7 students who passed the minimum passing criterion score. This can not be considered successful. And In cycle 2, there were 14 students who passed the minimum passing criterion score. It means this cycle the students have met the criteria of success.
ABSTRACT

Afidin, Setyo. 2015. *The Effectiveness of Think Pair Share Model to Teach Grammar Through Reading Text at the Eighth Grade Students of MTs I’anatut Tholibin Putat Kumpul Turi Lamongan in the Academic 2014/2015.*

Advisors : (1) Fathurrahman, S.Pd., MM. (2) Hariyanto, S. Pd., M.IP.,

Keywords : Think Pair Share, Grammar, Reading texts.

The language components have important role in learning English, one of them is grammar. But, Indonesian learners have a problem in understanding grammar, it is caused the differences between Indonesian and English structure and many teachers often use traditional method. Therefore the teachers have to select the techniques which are appropriate to the curriculum and the technique must be designed to build up the students’ skill. The researcher decides to take “The Effectiveness of Think Pair Share Model to Teach Grammar Through Reading Text at the Eighth Grade Students of MTs I’anatut Tholibin Putat Kumpul Turi Lamongan in the Academic 2014/2015. The problem formulation of this research are: (1) is Think Pair Share effective in teaching grammar (past tense) at grade VIII A at MTs I’anatut Tholibin Putat Kumpul? (2) how is the students responds to the TPS method that is used for teaching Grammar (past tense) at grade VIII A at MTs I’anatut Tholibin Putat Kumpul?

This research was conducted by pre-experiment research with One-group pre-test-post-test design. Population of this research is all students of grade VIII of MTs I’anatut Tholibin and the sample are Grade VIII of A class is taken by incidental sampling. The researcher gets the data through two instruments: Test and questionnaire. The analysis is done by the formula from Arikunto namely T-test in order to know the significance of the outcomes after treatment and in this case the teacher used 20 question multiple choice and 10 questionnaire.

After the researcher analyzes the data, the researcher finds the result of the research as follows: The result of this study, the writer finds that t-test of statistical. In pre-test the value of the students is 1560, but after the students get treatment the value of the students is 1735. The analysis of the data used T-test the result is 14. It is higher than T-table 2.80 at level of significance 0.01 and 2.08 at level of significance 0.05. Based on the result of students’ questionnaire, the researcher can make a conclusion that students are interested. The result of students responses from questionnaire is 59.7% which categorized as “Good”. So it can be said that the Think Pair Share method is effective to be implemented teaching grammar effective.

Based on the result above the researcher gives suggestions for teacher so that they can choose a technique which suitable with the materials and the technique is relevant with students need, so they are interested and enthusiastic to attend the class lesson.
ABSTRACT

Sa’diyah. Siti M. 2015. Error Analysis in The Use Phrase of Skripsi Proposal by The Seventh Semester Students of English Department of UNISLA in Academic Year 2011/2012. Lamongan: English Department-The Faculty of Education and Teacher Training of Lamongan Islamic University.

Advisors : 1. Samiran, M.Pd 2. Erny Trysiani, M.Pd

Keywords : Error, Error Analysis, Phrase.

Grammar plays important role in writing. The use of correct grammar will not confuse the readers. Moreover, error of using grammar will make a serious misunderstanding toward the readers. And In this case grammar is the body of rules that describe the structure of expressions in the English language. Grammar includes phrases, clauses and sentences. Error analysis is a procedure involving collecting sample of the learner’s language, identifying the errors in the sample, describing these errors, classifying them according to their hypothesized causes, and evaluating their seriousness.

In this research, there are problems that are investigated by the researcher. Those are: What are the types of error in the use of phrase in writing proposal made by the seventh semester in academic year 2011/2012?; And What are the possible causes of the error in the use of phrase in writing proposal made by seventh semester in academic year 2011/2012?

In conducting this research, the researcher uses a descriptive qualitative research method to analyze the data. Furthermore, in collecting the data, the researcher does several steps. First, the researcher reads the skripsi proposal written by the students of English Department of UNISLA in academic year 2011/2012. Second, the researcher classifying the proposal, after that the researcher continues with selecting phrase in background of the proposal. Next, the researcher identifies types of error and based on the types of error which omission, addition, misordering, misformation. The last, the researcher makes a conclusion from the result of the research.

Based on the data analyzed, the researcher found the errors that are entered in the table base on the columns. The result of the analysis shows that the error in using phrase of skripsi proposal by seventh semester students of English department UNISLA are 42 occurrence of all errors. In term of each type error, error omission 14 time, error of addition 10 time, the error of misformation 6 time. And errors of mis-ordering 12 time. And based on the questionnaire the researcher shows that the cause of errors are first language interference, translation and structure problem.

Finally it is hoped that the teacher would make use of those findings in their teaching learning process in order to minimize the students errors.
ABSTRACT

Zulaikhah, Siti. 2015. The Effectiveness of Teaching Reading Skills Using PQ4R strategy at the Seventh Grade Students of MTs Thoriquul ‘Ulim Lamongan in The Academic Year 2014/2015. Skripsi. English Department, Faculty of Teacher Training and Education, Lamongan Islamic University.

Advisors: 1. Samiran, M.Pd
2. Drs. H.M, TsalitsFahami, MM

Keywords: PQ4R strategy, Teaching Reading

English is regarded as a compulsory subject for the elementary school learners and it is foreign language since it is different from their mother tongue. Therefore, it needs comprehension. Although it has been taught in kindergarten and high school, the students still have difficulties in understanding English. There are four skills that must be mastered. They are Speaking, Reading, Writing and Listening. This research is intended to: (1) to know the effectiveness of teaching reading using PQ4R strategy (2) to know the students’ response for teaching PQ4R strategy at the seventh grade of MTs Thoriquul ‘Ulim Lamongan in the 2014/2015 academic year.

The research design was pre-experimental of one group pre-test post-test design, which employed quantitative and qualitative data. The researcher took the member of population of this research from all the seventh year students of MTs Thoriquul ‘Ulim Lamongan, consisting of 20 students in academic year 2014/2015. The data were obtained from students' reading, questionnaires and observations then processed using t-test formula and formula percentage.

The result of the study is teaching reading by using PQ4R strategy in the seventh grade of MTs Thoriquul ‘Ulim Lamongan is effective. It is proved by the result of testing hypothesis that t-table is for a level of significant 0.05 with db N-1= 19 is 9.17 and 0.01 is 2.09 and t-test is 2.53. The result shows that t-test is higher than t-table. It means that hypothesis is accepted. Meanwhile, the students’ response for teaching PQ4R strategy at the seventh grade of MTs Thoriquul ‘Ulim Lamongan is good or satisfying.

Finally, the English teachers are suggested to use PQ4R strategy in teaching reading in high school. The teacher also must be able to manage the class in order that teaching learning can be successful. Then the future researchers are suggested to use more flexible theme to the students in the teaching of reading.
ABSTRACT

Safitri, Sofia Ayu. 061110088. 2015. The Difference of Students’ Learning Outcomes between Class Using Direct Learning Model and Class Using Problem Based Learning Model at SMPN 2 Sugio in Academic Year 2014/2015. Lamongan: English Department-The Faculty of Education and Teacher Training of Lamongan Islamic University.

Advisors: 1. M. Nurman, M.Pd
2. Chothisbul Umam, M.Pd

Keywords: Direct Learning, Problem Based Learning, Student Learning Outcomes

In general, the learning method used is the direct learning method, which is a model of learning that preceded the lecture to reveal the theory and the concept of concept followed by exercises. While, the learning model that can help the students to develop thinking ability and trains student to think in problem solving is Problem based learning model.

The purpose of this research is to know whether there is a difference of students learning outcomes between class using direct learning model and class using problem based learning model at SMPN 2 Sugio in academic year 2014/2015.

The method that the research used in this research is comparative study. Variable X is direct learning model and problem based learning model and variable y is student learning outcomes. Sample of this research is 51 students. The writer gave pre test ad post test, the data were analyzed using t test formula to know whether there is a difference of students learning outcomes between class using direct learning model and class using problem based learning model.

From the analysis of this study obtained, direct learning class obtained average score 75.33, maximum score 92 and minimal score 52. While problem based learning class obtained average score 84.66, maximum score 92 and minimal score 64. Meanwhile, tcount=4.15 with significance level 5% obtained ttable with dk49 =2.68. So in this study Ho is rejected, it means there is a significance difference of students learning outcomes between class using direct learning model and class using problem based learning model. In other words, students learning outcomes of problem based learning model is better than student learning outcomes of direct learning model.

Based on the result of the research above, the writer gave suggestion (1) teachers should be able to develop the use of problem based learning model in teaching learning activities, so the students can discover and develop higher level thinking abilities and train the students to think in problem solving, (2) teacher will apply problem based learning model to be well prepared everything necessary, so the learning process can run effectively.
ABSTRACT

Elfiani, Sofia. 2015. *An Analysis of Students’ Learning Difficulties in Learning English at the Eighth Grade Students of SMPN 1 Kembangbahu in the Academic Year 2014/2015*

Advisor : (1) Chothibul Umam, M.Pd (2) Fahturrahman, S,Pd MM

Key Word : students’ difficulty in learning English, factors affecting in learning , efforts to overcome.

English as a formal subject is given to Junior High School (SMP) level, in which the goal of teaching and learning English for this level is improving the four English skills. They are the mastery of the receptive skills (reading and listening) and the mastery of the productive skills (speaking and writing).

This study is intended to find out: (1) the difficulties faced by the Eighth grade students of SMPN 1 Kembangbahu in learning English (2) factors affecting students’ difficulties in learning English (3) the students’ efforts in solving their learning difficulties.

The design of the study is qualitative research. The subjects of the study were the students of class VIIIH, SMPN 1 Kembangbahu Lamongan, the total of students there are 26. The instruments use in the study are questionnaires, interview, and observation.

The results shows that nearly all of the students have problems in learning English. The difficulty is influenced internal and external factors and the students made some ways to overcome these problems.

Based on the result above, the researcher would like to give suggestion that the students should be aware to their problems in learning English. They should know their own problems in learning English, so that they can make some efforts to overcome their problems. The teacher is also suggested to be more concerned with the students’ problems in learning English. Some strategies are needed to help the students to overcome their problems.
ABSTRACT

Setyorini, Yeni. 2015. Improving Speaking Skill By Using Make a Match Method for the Seventh Grade Students of MTs Thoriqul Ulum Lamongan in the Academic Year 2014/2015.

Advisors: (1) M. Nurman, M.Pd
(2) Chotibul Umam, M.Pd

Keywords: Speaking Skill, Make a Match Method

The English Education in Indonesia is going better nowadays. One of the influences is because the English education begun from Junior High School. In the natural situation of foreign language learning, young children will do better than adult. It becomes the basic of thinking why English is taught at Senior High School. Besides, teaching and learning English process at senior high school becomes basic of English for students at the next level. Thus the quality of teaching and learning in Junior High School must be increased. Teaching and learning process should be begun from speaking because through speaking, the students could practice directly with their friends. In MTs Thoriqul Ulum Lamongan, the students still get difficulties in fluency, vocabulary, and comprehension. The problem of this research is “How can the use of Make a Match Method improve the speaking skill?” And the purpose of this research is to “know how the use of Make a Match Method can improve the speaking skill”.

In this study the researcher attempted to identify, to describe the use Make a Match Method to improve the speaking skill by the seventh grade students of MTs Thoriqul Ulum Lamongan. The researcher employs classroom action research. The subject of this study is the seventh grade students of Senior High School, the researcher also uses quantitative method. Quantitative research is used to know the improvement of the students’ speaking skill. The instrument is test cycle I and cycle II.

The findings, after identifying the data from two cycles, the researcher concludes that the seventh grade students’ MTs Thoriqul Ulum Lamongan get improvement in speaking skill after the researcher teaches speaking by using Make a Match Method. It can be seen in the students’ percentage score in cycle I 60% and in cycle II 80%. The teacher finds that the students can increase English learning with Make a Match Method.

Finally, after conducting the research, the researcher suggests that the teacher should prepare some method of teaching like Make a Match Method in teaching speaking. And further researcher is expected to conduct the researcher by using this method at another skill, writing, reading, and listening.
ABSTRACT

Kurniawan, Yusuf. 2015. *The Use of Realia to Improve Students’ Speaking Ability in Procedure Text a Classroom Action Research at First Grade Students of SMPN 3 Lamongan in the Academic Year of 2014/2015. Skripsi English Department FKIP UNISLA.*

Advisors: (1) Fathurrahman, S.Pd, M.M
           (2) R.ChusnuYuliSetyo, M.Pd

Keywords: Realia, Text Procedure, English Assessment.

Realia is a term for any real, concrete object used in the classroom to create connections with vocabulary words, stimulate conversation, and build background knowledge. Realia gives students the opportunity to use all of their sense to learn about a given subject, and it is appropriate for any grade or skill level. In this skripsi the researcher would like to would to know whether using realia in the text procedure can improve the ability to speak English the students in SMPN 3 Lamongan, and how to increase the ability of students taught realia in the text procedure.

This present research is categorized into a classroom action research. Instrument that the researcher use is interview, field note, tests and observation. Interview aimed at English teacher to know the development and advice from him in the process of this research, field notes as reminders and my grip when running the study, tests to determine the extent to which the rate increase discussed their English speaking ability and observations the researcher use to determine whether students pleased with this method or not.

Based on the findings and conclusion in my research results are the implementation of realia to improve students’ speaking ability in procedure text is have six steps there were prepared, started, explained, teach, and practiced. Based on calculation result after getting all of the treatment using realia the students average score increased, the students average score from pre cycle was 4,3, the first cycle was 4,9, the second cycle was 5,9 and the average score of students score in the third cycle was 7,8. It showed us that the use of realia could improve students’ ability on speaking procedure text because the average value of students more than the standard KKM value 7,5. In the cycle 3 the students feel joyful and confident because in the cycle 3 the media is complete so the students can demonstrate realia in procedure text so easy.
ABSTRACT

Aulia, Addin, Ro’sy. 2015. 061110097. The Correlation between Reading Habits and the Students’ Writing Ability among EFL Learners of UNISLA in the Academic Year 2014/2015. Skripsi. English Department. Faculty of Teacher Training and Education. Lamongan Islamic University.

Advisor: (1) Madekhan, S.Pd., M.Si (2) Drs. Nuryadi, M.Pd

Key words: Reading Habits, and Students’ Writing Ability.

Reading habit is one of the behaviors that will affect the students’ information mastery. If the students have many times in reading, so the students will have more knowledge and master much information around the world. On the other hand, if the students have high reading habit, the students will have high competence in the writing skill because the students’ reading habit will make them easy to deliver their opinion or ideas about a topic into a written text in the writing activity. That’s way the researcher investigates and analyzes a study about “The Correlation between Reading Habits and the Students’ Writing Ability among EFL Learners of UNISLA in the Academic Year 2014/2015”.

This study is aimed to (1) to find out the Students’ Reading Habits among EFL Learners of UNISLA in the academic year 2014/2015. (2) to find out the Students’ Writing Ability among EFL Learners of UNISLA in the academic year 2014/2015. (3) to find out whether there is any Significant Correlation between Students’ Reading Habits and the Students’ Writing Ability among EFL Learners of UNISLA in the Academic Year 2014/2015.

The researcher uses Descriptive Correlation Design in order to investigate the existence or non existence of the relationship between reading habits and the students’ writing ability. In collecting data, the researcher uses two instruments (1) documentation and (2) questionnaire.

Based on the research findings, the researcher concludes that (1) the mean of total score of the students’ reading habits is 76.27. It shows that the quality of the students’ reading habits among EFL learners of UNISLA in the academic year 2014/2015 is “Good”. (2) the mean of total score of the students’ writing ability is 77.79. It shows that the quality of the students’ writing ability EFL learners of UNISLA in the academic year 2014/2015 is “Good”. (3) the result of r-value is 0.41. It shows that the correlation between reading habits and the students’ writing ability among EFL learners of UNISLA in the academic year 2014/2015 is “Quite High Correlation”. The r-value (0.41) ≥ r-table (0.317) proves that Ha is accepted, so there is significant correlation between reading habits and the students’ writing ability among EFL learners of UNISLA.

Finally, the researcher suggests to the English teacher should make the students excited in the reading book by giving facilities and motivation to the students. If the students have high reading habits, the students will be easy write in English.
The Correlation between General Self-Confidence and the Students’ Academic Achievement in the Oral Presentation Course among EFL Learners of UNISLA in the Academic Year 2014/2015. Skripsi. English Department. Faculty of Teacher Training and Education. Lamongan Islamic University.

Advisor: (1) Drs. Nuryadi, M.Pd (2) Hariyanto, S.Pd., M.IP

Key words: General Self-Confidence, Students’ Academic Achievement, and Oral Presentation.

The primary goal of English learning is seen from learners’ ability to communicate with each other called Speaking Skill. In the speaking course, the lecturers always give the students some projects that must be completed. The students are demanded to present their projects in front of the class through an activity called Oral Presentation. The most of those students are still afraid of public speaking especially in oral presentation. The students get the anxiety of public speaking because the effect of general self-confidence. That is why it is necessary to investigate the correlation between general self-confidence and the students’ academic achievement in the oral presentation course.

This study is aimed to (1) describe the general self-confidence among EFL learners of UNISLA in the academic year 2014/2015, (2) describe the students’ academic achievement in the oral Presentation course among EFL learners of UNISLA in the academic year 2014/2015, (3) find out whether there is a significant relation between general self-confidence and the students’ academic achievement in the oral presentation course.

The researcher uses Descriptive Correlation Design in order to investigate the existence or non existence of the relationship between general self-confidence and the students’ academic achievement in the oral presentation course. The population and sample of this study is the students at the second semester in English Department of UNISLA that consist of 68 students. In collecting data, the researcher uses two instruments (1) documentation and (2) questionnaire.

Based on the research findings and analysis, the researcher concludes that (1) the mean of total score of the questionnaire is 24.85. It shows that the students’ general self-confidence is “Quite Strong”, (2) the mean of total score of the report mark is 76.71. It shows that the students’ academic achievement in the oral presentation is “Good”. (3) the result of r-value is 0.82. It shows that the correlation between general self-confidence and the students’ academic achievement in the oral presentation course is “High Correlation”. It means that the students’ general self-confidence influences the students’ academic achievement in the oral presentation course. The r-value (0.82) ≥ r-table (0.317) proves that Ha is accepted, so there is a significant correlation between the general self-confidence and the students’ academic achievement among EFL learners of UNISLA in the academic year 2014/2015.

Finally, the researcher suggests that the lecturers should enforce the students to practice the students’ public speaking in order to make the students get accustomed to speaking environment. It helps the students have a high self confidence and decrease the students’ anxiety of public speaking.
ABSTRACT

Amrullah, Ahmad Zubaidi. 2015. Developing English Instructional Games to Teach Speaking for Fun English Club Students at the Second State Islamic Senior High School of Gresik, Skripsi, English Department of Teacher Training and Education Faculty, Lamongan Islamic University. Advisors: (I) Hariyanto, S.Pd., M.IP (II) Drs. Rusjdan, M.Pd.

Keywords: Instructional Games, Teach speaking, English Club, Game Library

Learning by playing is considered effective to answer the students’ boredom over serious, strict and monotonous study in the classroom. By using games, the students are expected to enjoy their study process without forgetting the main goal of their study. This research aims at developing English instructional games to teach speaking for Fun English Club (FEC) students at the Second State Islamic Senior High School of Gresik. It investigates the suitable speaking games and the responses of the students towards the developed games.

This Research and Development (R&D) is conducted by adapting the model of Thiagarajan (1974) called 4D model which consists of stages Define, Design, Develop and Disseminate. The data are gained through some instruments, such as interview, questionnaire and checklist. The interview is conducted to study the front-end, specifying instructional objectives and learner analysis, while the questionnaire is employed to do task-concept analysis and to get the students’ responses and to submit the experts’ appraisal and checklist is used to conduct development testing.

The data obtained are classified based on the instruments used. Then, to show the real result, the ready data are presented descriptively. The instructional games are obtained by collecting the existing speaking and game materials in Fun English club. After knowing the objectives of each material, the instructional games are submitted and modified based on students’ level and condition, game objectives and also time and setting. Finally, the instructional games are completed in form of handbook as a teachers’ guideline entitled “A Library Of Games” which comprises of 3 units and 50 kinds of games for teaching speaking.

In conclusion, the appropriate speaking games for Fun English Club students are the 50 games existing in the handbook of “A Library of Games” since they provide identical objectives of FEC materials and furthermore those games earn various positive responses from the students. And lastly, the researcher hopes both the research and the handbook can be worthwhile for everyone.
ABSTRACT

Nuriyatin, Aisyah. 061110100. 2015. 'A Descriptive Study of Code Mixing in Social Media (Facebook) in Facebook Group of ‘Belajar Bahasa Inggris Bareng Yuuk...! (Untuk Para Pemelajar Pemula)’. Lamongan: English Department-The faculty of Education and Teacher Training Lamongan Islamic University.

Advisors : 1. Drs. Nuryadi, M.Pd  
2. Madekhan Ali, S.Pd., M.Si

Keywords: code mixing, facebook, descriptive analysis, descriptive method,

In social media, especially Facebook we find the person who posted the status by using the code mixing English and Indonesian. Code mixing itself is a Code-mixing is the change of one language to another within the same utterance or in the same oral or written text. Code mixing has three forms, namely: Insertion, alternation, congruent lexicalization. This study, is intended:

(1) to find out the form of Indonesian - English code mixing used by the Facebook group.

(2) to find out the function the use of Indonesian - English code mixing used by the Facebook group.

Researcher uses descriptive method. Is directed toward determining the nature of situation as it exists of the time of the study. In the data collection techniques researcher uses a data collection from technique observation. In this study, researcher presented the results of mixing code; after identifying Indonesia - English code is used in mixing social networking Facebook. Furthermore, the researcher studied the data. The researcher simply selects the data owned by Indonesian-English code mixing. Before analyzing the data, it is necessary to reiterate that not all the data are analyzed. The data taken into account are those often used in social networks Facebook, and the data presented below are prepared in accordance with the type of their classification.

Based on the result of the study, the researcher finds:

(1). The results show that mixing code that has 3 forms found only in two forms in the facebook group of 'Belajar Bahasa Inggris Bareng Yuuk...! (Untuk Para Pemelajar Pemula)' namely insertion and alternation.

(2). The function the use of Indonesian-English code mixing used by facebook group, here researcher found, here we can share, request, question, invitation, greeting, sharing, warning. In the use of code mixing so that we can also learn English.

besides the results of this study can be used in our daily lives and this code mixing can also be influential in our day-to-day language both in social media.

Based on the research process, the researcher suggest for other researchers, if they are willing to study the same subject as this, they must learn the correct meaning of the code mixing and learn about the form of code mixing.

Finally, this study is expected to provide benefits to every reader and student to study sociolinguistic especially about code mixing
ABSTRACT

Purnamasari Ajeng. 2015. 061110101. The Effectiveness of Pre-Reading Activity to Improve Students’ Reading Comprehension on The Eighth Grade Students of SMP Negeri 1 Sugio Lamongan in academic year 2014/2015. Skripsi. English Department. Faculty of Teacher Training and Education. Lamongan Islamic University.

Advisors: (1) Drs. Rusjdan, M.Pd
(2) Samiran, M.Pd

Key words: Reading Comprehension, Pre-Reading.

Reading is very important both in social community and in classroom. All people read to understand the meaning what they have read and to get the information from their reading. Many activities and techniques are held to improve the students’ reading comprehension. The activities in pre-reading influence the students’ ability to comprehend the text. One of activities in pre-reading is questioning. In this stage, the teacher asks some question to the students about the text before the students read the whole text. By using Pre-Reading Activity with some question teacher can direct the students to answer the specific answer. In this research the problem is formulated as follow: “Is the use of pre-reading activity effective to improve students’ reading comprehension on the eighth grade students of SMPN 1 Sugio in academic year 2014/2015.”

This research design is experimental research. The writer uses quasi experimental. This research is conducted in the SMPN 1 Sugio. The population of this research is the eighth year students and the samples are students in F class and G class. The total is 56 students. The F class as control class and the G class as experimental class. The experimental class is given Pre-Reading Activity and the control class without Pre-Reading Activity just translation the vocabularies. The data are collected by using test. In collecting the data, the writer uses t-test formula to get supporting data.

The result of t-test is 5,868 is higher than t-table is 2,00488 and 2,66988 at significant level 0,05 an 0,01 with (df)=56-2= 54. It means that calculation of t-test is higher than t-table. It means that the hypothesis is accepted.

It can be concluded that using Pre-Reading Activity can improve students’ reading comprehension on the eighth grade students of SMPN 1 Sugio in academic year 2014/2015. The writer hopes this study is able to give support for further study. It may be used as a consideration to conduct the other study.
ABSTRACT


Key words: Syntactic Analysis, Sentence Patterns, New Concept English.

Language is an important media for human to make a communication on their daily activities. Based on Fromkin, Rodman and Hyams (2003:p.3), People use language to express the feeling, respond the phenomena, share an idea, and also criticize. Due to these facts people realize that language plays an important role in their daily life. In communication with other people either in oral or written forms; people use language as the media. Here, the language people used ought to be meaningful and understandable to avoid misunderstanding and misinterpretation. There are four simple skills of language, namely listening, reading, speaking and writing. Because of those mentioned skills, Many methods was done by learners to improve their language skills. Once of them used English stories. Learning language through stories is very enjoyable. New Concept English written By L.G ALEXANDER is one of story book that most used by english learners in English Course Institute. Especially in Basis English Course (BEC) Pare, Kediri it’s guided By Mr. Kalen Ocen. They not only must be able to translate the tex of story, but they also have to memorize the text as same as the tex on the English Book of New Concept English. However, up to the present time the learners always get the difficulty in understanding and translating the some sentences in story of New Concept English book. Because of this explanation, the researcher formulated the problems of the study as the followings: (1) What are the sentence patterns used in English book of New Concept English” written by L.G Alexander; (2) What kinds of syntactic categories are used in English book of New Concept English” written by L.G Alexander?

The design of this research belongs to descriptive qualitative research. In this research the researcher used the researcher him self as instrument to collect data. After collecting the data from the subjects of the study, the researcher analyzed the data using tree structure of syntactical analysis. After conducting the research, the researcher got two results. They are: The book of ‘New Concept English’ consists some sentence patterns, and the pattern that more used is NP + VP. Beside that the researcher found the sentence patterns of ‘New Concept English’ book written by L.G Alexander used some syntactic categories. And the syntactic category that more used is syntactic category noun phrase (NP) than the other syntactic categories. Evidenced, In some sentences from five story titles of New Concept English book which was analyzed there are 55 noun phrases (NP), 19 verb phrases (VP), 11 Prepositional phrase (PP), and 2 adjective phrase (AP).

Finally, the suggestion for the teacher is important to make the students better when compiling some English phrases or English sentences, So the students would not make any mistakes again. But the teacher must give attention to the structure of sentences or how is the way to join the part of sentences correctly.
ABSTRACT

Kurniawan, Bayu. 2015. An Analysis of Question Items of English Final Examination at the VII Graders of SMP N 1 Turi Lamongan in the Academic Year 2014/2015. Skripsi. English Department. Faculty of Teacher Training and Education. Lamongan Islamic University.

Advisors: (1) Drs. Nuryadi, M.Pd (2) Hariyanto, S.Pd., M.IP

Keyword: Analysis, Question Item

Nowadays, the implementation of 2013 curriculum gave the large authority to the teacher in doing an evaluation. The teacher must be able to make the good test that will be given to their students as an evaluation process. The test has a good quality if has a high validity and reliability. In addition, the test items of the study result can be called a good if they have quite difficulty level, good discriminating power, and an effective distractor. That is why it is necessary to analyze the question items. This study is aimed to know whether the question items of final examination for English lesson have a good quality based on the validity, reliability, difficulty level, discriminating power, and distractor at the seventh graders of SMP Negeri 1 Turi Lamongan in the academic year 2014/2015.

The research design of this study is Documentation and Content Analysis. The data source of this research is all of the items and sheet answer in the final examination of English lesson to the students of VII grades of SMP N 1 Turi Lamongan in academic year 2014/2015. The instrument of collecting data is documentation.

Based on the research result, (1) multiple choices: Validity: 34 question items (85%) are “Valid” and 6 question items (15%) are “Non-Valid”. Reliability: Coefficient of reliability was 0.78. Difficulty level: 5 question items (12.5%) are “Difficult”, 18 question items (45%) are “Quite Easy”, 17 question items (42.5%) are “Easy”. Discriminating power: 17 question items (42.5%) are “Poor”, 18 question items (45%) are “Satisfactory”, 5 question items (12.5%) are “Good”. Dictator: 35 question items (87.5%) are “Effective”, 5 question items (12.5) are “Non-Effective”. (2) Essay: validity: one question item is “Valid”, 4 question items are “Non-Valid”. Reliability: Coefficient of reliability is 0.52. Difficulty level: the difficulty level is “Quite Easy”. Discriminating power: Discriminating power is “Good”.

The researcher suggests to the teachers that they have to evaluate the instrument of test given to the students. It is useful to know the quality of instrument of test tested and for the further research to make this study as the reference to do the next research.
ABSTRACT

Rosidah, Cicik. 061110105 2015. The Effectiveness of using Role Play to Increase Students Speaking Skills at the Seventh Grade Students of SMP N 2 Babat in The Academic Year 2014/2015. Skripsi, English Departemen of FKIP. Lamongan Islamic University.

Advisor: (1) Erny Trysiani, M.Pd, (2) Drs. Nuryadi. M.Pd

Key words : speaking skill and Role Play

Based on the preliminary study, the researcher found some problem related to the students speaking mastery especially in SMP N 2 Babat Lamongan. Those are students native language which cause them difficult to use foreign language, the students speaking low motivation in learning English and practice English in daily conversation, limited vocabulary and monotonous and inappropriate teaching method used by the teacher. Basides, the students are also shy and afraid of taking part in conversation. Therefore, the researcher is greatly motivated to overcome the problem by implementing role play method in teaching speaking. Role Play method is chosen because the students place pretend they are in various social context and have a variety social roles. Thus, the problem of this study is “is the use of role play effective to increase students speaking skills of the seventh grade students of SMPN 2 Babat in the academic year of 2014/2015?”.

This study is a quantitative research and in this study the researcher used pre-experiment method by using one group of pre-test and post test design, researcher used this design because to know and to compare the improving of student speaking skill by using role play method in teaching speaking before and after giving a treatment that is tested by using test.

The result of t-test was 12.59 in df. 22 (standard numeral population of t-table by calculating total population subtracted one). The researcher then consulted Df-22 in signficance 5% because the hypotesis could be analysis by consulting t-test score with t-table of critical value for t-test. And it was found the value is 2.08. So, that the result of t-test 12.59 is hinger than the result of significance rate 2.08 (12.59>2.08. It means that the Role Play method is effective and so the null hypothesis (Ho) is rejected.
ABSTRACT

Putriana, Devi. 2015. *A Characterization of Characters Analysis in the Khalled Hosseini’s “The Kite Runner”*. Skripsi. English Department. Faculty of Teacher Training and Education. Lamongan Islamic University.

Advisors : (1) Erny Trysiani, M. Pd (2) Moh.Nurman, M. Pd

Keyword : analysis, characterization of characters, novel

The purposes of the study are (1) to analyze and discuss the characterization of main character in the novel *The Kite Runner* by Khalled Hosseini (2) to analyze and discuss the characterization of minor character in the novel *The Kite Runner* by Khalled Hosseini.

The research design is qualitative research. The data source of this research is a written document in form of novel. The title of this novel is *The Kite Runner* by Khalled Hosseini. The novel consists 25 chapters. The data collection techniques in this study are (1) reading and understanding the novel *The Kite Runner* written by Khalled Hosseini (2) selecting the materials or source related to the problems and the purpose of the study (3) conducting survey towards paragraph and dialogues in the novel (4) choosing the data dealing with problems that will be investigated.

Based on the data analysis, in depicting the character of main character, Khalled Hosseini uses five technique of characterization. They are conversation technique, behavioral technique, thought and feeling technique, reaction of other figure technique, and physical delineation technique. To depict the minor character, Khalled Hosseini uses four technique of characterization, they are behavioral technique, thought and feeling technique, reaction of other figure technique, and physical delineation technique.

The results of this study are expected to be useful and add insight about the characterization of main character and minor character in the novel.
ABSTRACT


AdvisorS: (1) Drs. Nuryadi, M.Pd. (2) Hariyanto, S.Pd., M.IP

Keywords: Questions, Types, Questions Types, When English Rings a Bell

In addition to the development of new educational curriculum, business English teaching quality improvement was also supported by a good textbook and it is suitable with the applicable curriculum. The textbook contains important things that will help the students to understand the subject matter. Besides, there is information about lesson information to be learned, the book also contains the text of a question. This study is focused on Analysis of Question types that contain on book “When English Rings A Bell” and to know the students’ favorite and unfavorable of Questions types. Also to know the students’ difficulties in answering the questions based on the types of Questions and students’ solution to overcome in answering the question that students didn’t like.

In this research, the researcher used qualitative method. The research design used is Document or Content Analysis. The populations and samples of this research is the seventh graders students of Junior High School 1 Turi Lamongan in the Academic Year 2014/2015 from the A Class and B Class. The total of students there are 45 students. The data of this research were collected by using Documentation, Questionnaire, and Interview.

The results of the research are: (1) The questions types found on the book of “When English Rings a Bell” are five questions (2) The questions types found on the book of “When English Rings a Bell” are Essay Questions with 75 questions, Multiple Choice questions with 1 questions, Short Answer Questions with 23 questions, Matching Questions with 9 questions, Fill-In Questions with 11 questions. (3) The questions type that was most preferred by the students was multiple choices (57.78 %), (4) the questions type that was un-favorite was Essay Questions (68.89%). (5) The students faced some difficulties on answering the types of questions. The students thought that essay questions had required a lot a answer and needed to much time to answer the essay question, students thought that true-false question had a similar answer, students got difficulties to find the lost words in fill-in Question, students did not like to match because the option is too much in Matching Questions, and multiple choice have a similar answer. (6) the students’ solution were by finding out the answer of questions on the literature book and asking to the teacher or cheating their friends’ answer.

The researcher suggested that the teachers should know the students’ difficulties in answering the question types in order to the teachers can give
solution for those problems. The students must ask the teacher if they still confused in answering the question types.
ABSTRACT

Handayani, Dwi Lidyah. 2015. *The Effectiveness of Using Tic Tac Toe Game Towards The Students' Vocabulary Mastery at the Eighth Grade of SMP Negeri 1 Sugio in The Academic Year 2014/2015*. Skripsi. English Department. Faculty of Teacher Training and Education. Lamongan Islamic University.

Advisors: (1) Drs. Rusjdan, M.Pd  
(2) Samiran, M.Pd

Keywords: Effectiveness, Game, Tic Tac Toe Game, Vocabulary

Vocabulary is considered as a language component. The teacher should be able to use new technique in teaching vocabulary in order that the students are enthusiastic and interested in learning vocabulary. The researcher had an idea to use the tic tac toe game in the process of learning. This research was intended to know the significant effectiveness of using tic tac toe game towards the students’ vocabulary mastery, and also to know the students’ response towards the teaching vocabulary by using tic tac toe game in SMP Negeri 1 Sugio.

The researcher conducted this research in the SMP Negeri 1 Sugio. It was an Experimental research design with respondents amount 56 students. The data are collected by test and questionnaire technique. The qualitative data then analyzed by using formula t-test.

The finding showed that process of teaching vocabulary mastery towards tic tac toe game was significant. The result of t-test is 4.988 is higher than t-table 2.66998 at level significant 0.01 with df was 54, so the learning of vocabulary mastery by using tic tac toe game is effective. The result of questionnaire, there were 66.96% students who have good response to this technique. It is concluded that the learning vocabulary mastery by using tic tac toe game at the eighth grade SMP Negeri 1 Sugio in the academic year 2014/2015 is effective.

Finally, the researcher suggested to the English teachers in order to use this method as one of the alternative ways to improve the English vocabulary mastery students and the English teacher must be creative and selective to use method in learning vocabulary mastery by using Tic Tac Toe Game.
ABSTRACT

Aryani, ElysDesy. 2015. The Effectiveness of Using PQ4R Method in Teaching Reading Comprehension of Recount Text at the Eighth Grade Students of SMP Negeri 1 Karangbinangun in the Academic Year 2014/2015. Skripsi, English Department, Faculty of Teacher Training and Education, Islamic University of Lamongan. Advisor (I) R. ChusnuYuliSetyo, M. Pd. (II) Drs. H. M. TsalitsFahami, MM.

Key-words: Reading Comprehension, PQ4R Method and Recount Text.

Reading comprehension requires making meaning from words when reading. But, in this case, there are many problem faced by students in comprehending the text. PQ4R is chosen as a method to help students’ difficulties in reading comprehension. PQ4R is a method that helps students to focus on organizing the information in their minds and making it meaningful. This study offers one method to teach reading comprehension of recount text by using PQ4R method. The objectives of the study are: to describe the process of using PQ4R method in teaching reading comprehension of recount text, to know if there is any effectiveness of using PQ4R method in teaching reading comprehension of recount text and to know the students’ response toward using PQ4R method in teaching reading comprehension of recount text.

The research designed was pre-experimental. The researcher chose VIII B class as her sample of the research which consists of 22 students. The instruments used were observation check-list, test and questionnaire. The techniques of data analysis used were qualitative and statistical analysis method (t-test formula and percentage formula).

The process of using PQ4R method in teaching reading comprehension of recount text was run well. There were six steps in teaching reading comprehension, they are preview, question, read, reflect, recite and review. The result of the study testing showed that the score of t-test was higher (6.15) than the score of t-table with the degree of significance 5% (2.08) with df was 21. Thus, the use of PQ4R method in teaching reading comprehension of recount text was “effective”. The result of students’ response towards “PQ4R Method” in teaching reading comprehension of recount text which was categorized “very good” with the score overall was 661(75.11%).

It was suggested to the English teachers of SMP Negeri 1 Karangbinangun to use any method in teaching English, and PQ4R method was one of them in teaching reading comprehension of recount text. It was also suggested to the students to read more.
ABSTRACT

Fitria, 2015 An Analysis of Derivational Process of English Adjective as found in the Jakarta Post Articles. Skripsi, English Education Department, Teacher Training and Education Faculty, Lamongan Islamic University

The Advisors : 1. R. Chusnu Yuli Setyo, M.Pd
2. Drs. H. M. Tsalits Fahami, MM

Key Word : Derivational process, English Adjective, Jakarta post articles

Newspaper, especially daily newspaper, has a big contribution for the people. As a consequence, there are many daily newspapers published in Indonesia and one of the daily English newspapers is The Jakarta Post. The accuracy of the article is determined by the sentences which refer to the words structure that grammatical and structural. However, words are entities having a part of speech specification. Based on the phenomena above, the researcher research “Derivational Process of English Adjective as found in the Jakarta Post Articles”.

This research discussed about the process of English adjective words added by derivational affixes in the some of the Jakarta Post articles. The researcher focus on the problem statements, there are two questions. They are “What kind of derivational adjective are found in the Jakarta Post article?” and “How can the process of affixation change the word root of the adjective?” The research Objectives are to identity kind of derivational adjective found in the Jakarta Post article and to describe how the process of affixation can change the word root of the adjective.

This research is qualitative research and the research design is textual analysis or content analysis. The sources of data of this research were The Jakarta Post newspaper. Hence, all articles of The Jakarta Post newspaper published on Wednesday, March 04, 2015 were used as the data of this research.

From the result analysis, the researcher can conclude that the process of affixation changes some category of the base words, likes from nouns become adjectives and from verb become adjective. There are 53 English adjectives which are derived from noun, and 3 English adjectives which are produced from verb. And the derivational process of English adjective can change the meaning all of new words from the original words, because of the suffixes in the word root or stems.
ABSTRACT


(1) Advisor I: Fathurrahman, S.Pd, M.M. (1) Advisor II: Hariyanto, S.Pd, M.IP

Key Words: Analysis the Translation of simile and metaphor

This study discusses the Translation of Similes and Metaphor in Stephen King’s Novel: “Cell”. The writer describes those problems because metaphor is the most significant translation problem, may occur at a level-from word to text- at which level it becomes an allegory or fantasy. For the reason above, the writer is interested in analyzing the translation of similes and metaphors expressed in the novel entitled “Cell” written by Stephen King and find out the method in translating the novel used by the translator. Newmark (1988:5) defined translation as “rendering the meaning of a text into another language in the way that the author intended the text”. Simile is a type figurative of comparison that show an explicit comparison which directly says one thing as the same as the other thing. Metaphor is the figure of comparison that compares two subjects directly in the short time, not using the words: like, the same, as, etc.

The problems of the research are: 1. What types of figure of comparisons are translated in the novel Cell?. 2. What kinds of translation methods are used by the translator in translating similes and metaphors in novel Cell?

The research design of this research is descriptive qualitative research (library research). The data of this study are collected by reading the original novel and the indonesian translation and then listing and tabulating the collected and discussion. The discussion is just to know whether the novel is suitable for teaching and learning reading comprehension in university.

The result of this study are: the researcher found two kinds of figure of comparisons which have been used by the writer. They are 125 simile and 25 metaphor category. And the translation method which is used by the translator were: word-for-word, literal, faithful, free, communicative translation method. By using the discussion the researcher has known that the novel is suitable for teaching and learning reading comprehension in university.
ABSTRACT

Pratiwi, Hety. 061110113. 2015. An Analysis of Figurative Language in Andrea Hirata novel’s Sang Pemimpi. Lamongan: English Department-Faculty of Teacher Training and Education of Lamongan Islamic University.

Advisors: 1. Drs. Nuryadi, M.Pd
2. Madekhan, S.Pd., M.Si

Keywords: figurative language, sang pemimpi, novel, personification, hyperbole.

This research discusses a study on An Analysis of the Figurative Language in Andrea Hirata novel’s:”Sang Pemimpi”. The objectives of the study are to describe the types of the figurative language found in the novel. Figurative language is a term used to describe an author's use of language to extend meaning. Personification metaphorically represents an animal or inanimate object as having human attributes-attributes of form, character, feelings, behavior, and so on. Hyperbole is the counterpart of understatement, deliberately exaggerates conditions for emphasis or effect.

The research design of this research is descriptive qualitative research (library research). The data of this study are collected by choosing and reading the novel and then categorizing all sentences based on the figurative language in the novel “Sang Pemimpi” The data obtained by reading and understanding, labeling of the data and observing the data carefully and Discussing. The technique of data analysis in this study is descriptive and the interpretation text is content of analysis. In conducting analysis, the writer uses some steps: (1). define the unit of analysis, especially sentences (2).reading Novel (3). identifying data or Collect data that find in Andrea Hirata Novel SANG PEMIMPI (4). analyzing to explain the Figurative Language that used and (5). making conclusion based on the analyzed data.

The results of this study are: there are two kinds of figure of comparisons which have been used by the writer, they are 14 personification and 14 hyperbole category. Finally, it can be concluded that figurative language has important roles in this novel. That is why the author used so many sentences that have figurative language in the novel. Using figurative language makes the novel more interesting to read, and helps the readers to imagine the story, the character based on the illustration that the author has already given in the story. So, that the imagination created by the reader is still in the context of the story.

The writer hopes this research can be useful for all readers especially, Students University of Islamic University Lamongan to study more deeply about Figurative language, in their study or daily activity. It also can be used to increase the students understanding about figurative language and can be used as media for learning media of literary especially figurative language. The writer also hopes that this research can useful for education process, in this case for Literary.
ABSTRACT


Advisor : (1) Mohammad Faizal Mubarok, M.Pd
(2) Uzlifatul Masruroh Isnawati, M.Pd

Keywords : Evaluation, Curriculum 2013, and Bloom’s Theory

In the educational context, the teachers are demanded to make an evaluation in order to know the students’ competence in understanding the materials given by the teachers. At the beginning of the academic year 2013/2014, the educational context in Indonesia uses 2013 curriculum. All of the teachers have an important role with this information because the teachers are the main part of education, but the most of teachers do not understand about 2013 curriculum, especially in taking evaluation. In taking an evaluation, the teachers have to know every domain used. Domain used on the curriculum 2013 is taken based on the Bloom’s taxonomy. That is why it is necessary to analyzing the study about “An Analysis of Taking an Evaluation in the Curriculum 2013 Based on the Taxonomy Bloom’s Theory.” This study is to describe the evaluation on the Curriculum 2013 based on the taxonomy bloom’s theory.

In this study, the researcher uses descriptive qualitative (library research) research design because the researcher analyzes the evaluation on curriculum 2013 based on the taxonomy Bloom’s theory. The data is collected by analyze text books, papers, and scientific discussion. Based on the result of this study, it can be concluded that an evaluation of curriculum 2013 is relevant to the Bloom’s taxonomy. It can be seen based on the lesson plan of English subject at the grade VIII analyzed by the researcher on every basis competence and main competence. The evaluation on curriculum 2013 based on the Bloom’s taxonomy is included all aspects of assessment, that is affective, cognitive, and psychomotor domain to each core competency. This can be seen from every core competency that have affective, cognitive and psychomotor domain.

The teachers should have the information and knowledge in taking an evaluation based in the curriculum 2013, based on the Taxonomy Bloom that make the teachers have more understanding about taking evaluation based on the curriculum 2013.
ABSTRACT


Advisors : 1. Fathurrahman, S.Pd, M.M. 
2. Drs. Nuryadi

Keywords: Development, Vocabulary Materials, Quiz Game, Feasibility, Wondershare Application

This study aims to develop vocabulary materials based on quiz game to teach vocabulary to the students of fifth grade. This educational quiz game can help the students to enjoy their learning process, especially in learning the name of body parts. The form of this game is quiz game where the students are asked to answer the questions about body parts.

The method used in this research is Research and Development. The stages of this research is analysis - design product – validity – revision - field testing – revision - product testing - final product. Tests are conducted in the form of validation by experts (content and design expert). The experts determine whether the vocabulary materials based on quiz game is feasible as an interactive learning or not. In revision stage, the researcher revises based on input from experts. In field testing stage, the researcher does try out this learning media to the fifth grade students at SD NU Banat BaninLamongan and MI Islahiyah Sukobendu, and then the last stage is final product by packaging into a CD.

The results indicate the feasibility assessment from the content/material experts with the percentage of 89% is on good category in the aspect of material, and 83% is on good category in the aspect of lesson. The assessment from design expert with the percentage of 90% is on very good category in the aspect of navigation, and 80% is on good category in the aspect of text appearance. From display aspect, the expert gives 77% is on good category, and in the aspect of ease, the percentage of 75% is on good category. So, overall the development of vocabulary materials based on quiz game through Wondershare Application is feasible as learning media to teach vocabulary.

The response of the students shows the result: First, in the aspect of motivation, the result of assessment at MI IslahiyahSukobendu with the percentage of 90% is on very good category and 80% at SD NU Banat BaninLamongan is on good category. Second, in the aspect of attractiveness, the result of assessment with the percentage of 90% is on very good category at MI IslahiyahSukobendu and 85% at SD NU BanatBaninLamongan is on good category. Third, in the aspect of ease, the result of assessment at MI IslahiyahSukobendu with the percentage of 87% is on good category, and 85% at SD NU Banat BaninLamongan is on good category. The last, in the aspect of benefit, the result of assessment at MI Islahiyah Sukobendu with the percentage of 86% is on good category, and 84% at SD NU Banat BaninLamongan is on good category. So overall, the response of the students to the vocabulary materials is good.
ABSTRACT

Haryati, Lujeng. 2015. An Analysis of Imagery in Selena Gomez’ Third Album “When The Sun Goes Down”. Skripsi. Lamongan: English Department. Faculty of Teacher Training and Education. UNISLA.

Advisor : (1) Fathurrahman, S. Pd., MM (2) Hariyanto, S. Pd., M.IP

keywords : Imagery, When the Sun Goes Down

The writer investigates and examines the study about an analysis of imagery used on the song lyric of Selena Gomez’s album “When the Sun Goes Down” because this study is carried out to explain the five human sense (sight, taste, smell, sound and touch) involved in the song lyric of Selena Gomez to express an ideas, emotion and imagination. On the other hand, the album of When the Sun Goes Down involved many senses related to the human sensory. This study has two purposes. They are: (1) To know the dominant sense of Imagery used in album of When the Sun Goes Down, (2) to know the function of imagery related to the the album of When the Sun Goes Down.

The research method used in this research is qualitative method, literary research method exactly. There are many kinds of literary research method and in this research, the writer used stylistic method, a science of style. Stylistic is a science of language used in literature. This method is used to analyze the language style in a article, song lyric, poem or others related to the literature. While the research instrument used in this research is documentation, from album.

Based on the result of analysis of imagery used on the third album of Selena Gomez, “When the Sun Goes Down”, the writer concluded that the dominant sense used in Selena Gomez’ album is synaesthetic, the sense related to the feeling, the writer found 11 data, Second is sense of sight. The writer found 8 data from this sight. Third is sense of sound. The writer found 4 data. Fourth is sense of taste. The writer found 2 data. Fifth is sense of touch, the writer only found 1 data. But there are no sense of smell involved in the song.

Beside that, there are some functions of Imagery. The function of Imagery are (1) to improve concentration, (2) build confidence, (3) control emotional responses, (4) acquire and practice strategy, and (5) solve problems.
ABSTRACT

Luthfita Sari. 2015. 061110119. The effectiveness of Summarization Technique in Teaching Reading Comprehension at the Eight Grades of SMPN 1 Karangbinangun in the Academic Year 2014/2015. Skripsi. English Department. Faculty of Teacher Training and Education. Lamongan Islamic University.

Advisor: (1) R. Chusnu Yuli Setyo, M.pd
(2) Drs. H.M. Tsalits Fahami, MM
Key words: Reading Comprehension and Text Summarization Technique

In Indonesia, some English teachers still use traditional or conventional method to teach reading comprehension. It usually made the students bored because the method was monotonous and the students were not active. The researcher had an idea to use text summarization technique to increase reading comprehension. This research was intended to find out the significant effectiveness of using text summarization technique in learning reading comprehension and to find out the students’ motivation towards the learning reading comprehension by using text summarization technique at the grade VIII of SMPN 2 Karangbinangun in the academic year 2014/2015.

In this study, the researcher used pre experimental qualitative and quantitative research design with one group pre-test and post-test. The population of this research was all of the students of SMPN 2 Karangbinangun and the sample of this research was the students of VIII A. The total of the students as the sample of this study were 25 students. The data were collected by using observation, questionnaire, and test.

The result showed that process of teaching reading comprehension toward using text summarization technique was significant. After calculating the result of pretest and posttest by using t-test, the researcher got the result of t-test was 7,03. It means that the t-test result was higher than t-table at level of significance 5% and the degrees of freedom 24 was 2.08. So the learning reading comprehension by using text summarization technique was effective. Overall analysis of questionnaire result showed that the students’ motivation toward the learning reading comprehension by using text summarization technique was good.

Finally the researcher suggested to the English teacher to use text summarization technique in order to make the students easier understand the reading text, especially understand the main idea and they can summarize the text well.
ABSTRACT

Sholikha, Mar’atus. 061110121. 2015. The Analysis of Educational Values on “Freedom Writers” Movie. Lamongan: English Department, Faculty of Teacher Training and Education of Lamongan Islamic University. Advisors: (1) Drs. Nuryadi, M.Pd., (2) Mohammad Faizal Mubarok, M.Pd

Keywords: Analysis, Educational Value, Freedom Writers movie

This research discusses a study on The Analysis of Educational Values on “Freedom Writers” Movie. The objectives of the study is To find out about the educational values of the the “Freedom Writer”. Educationvalue is everything good and bad that are useful to human life obtained through the process of changing attitudes and code of conduct in an effort to mature humanbeing throughthe effortsof teaching. Connected with the existence and human life, value education directed at the formation of the human person as a creature of individual beings, moral, social, religious, and cultural.

The research design of this research is descriptive qualitative research (library research). The data of this study are collected by by watching the movie and reading the script and documentation then categorizing all sentences based on the educational values in the film “Freedom Writers” The data obtained by watching the movie and reading the script and documentation observing the data carefully and Discussing. The technique of data analysis in this study is descriptive of analysis. In conducting analysis, the writer uses some steps: (1) watching, comprehending, finding any important details that supported this research and looking for all utterances. (2) reading and observing the dialogue from the manuscript. (3) the writer lists the data which found in “Freedom Writers” movie’s script. (4) analyzing to explain the Educational Values that used and (5) making conclusion based on the analyzed data.

The result of this study are: there are four educational values of the they are: cultural value, social value, moral values, religious values. (1) cultural values that the concepts of what is alive in the minds of the residents of the community something about what they consider valuable and important in life. (2). moral values are often equated with ethical values, which is a value which measures whether humans should get along in social life. (3) social value is the lessons learned from social behavior and manner of social life. (4) religious value is a viewpoint that bind man to god creator of the universe and everything in it.

The writer hopes this research can be useful for all readers especially, Students University of Islamic University Lamongan to study more deeply about Educational Values, in their study or daily activity. It also can be used to increase the students understanding about educational values and can be used as media for learning media of literary. The writer also hopes that this research can be useful for education process, in this case for Literary.
ABSTRACT


Advisors : (1) Fathurrahman, S.Pd., MM. (2) Drs. Nuryadi, M.Pd.

Keywords : metaphor, translation

This study discusses about translation analysis of English metaphor in Stepheni Meyer’s novel entitled “Breaking Dawn”. Based on the importance of translation, especially translation of literally works, this study aims to find out the types of metaphor in the novel and the translation strategies applied by the translator. The researcher uses the theory of metaphor translation proposed by Peter Newmark.

The research design of this study is descriptive qualitative. This study is a kind of textual analysis. Total sampling technique is used in taking the data which consists of metaphorical expressions found in the novel “Breaking Dawn” by Stepheni Meyer and its Indonesian translation by Monica dwi Chresnayani. The data analyzed in several steps. They begin with reading both Indonesian version and English version of the novel. The metaphorical expressions found by the researcher are analyzed and classified into the types of metaphor. Then they are also classified into strategies of metaphor translation. The last is counting the data and taking the conclusion.

Based on the data analyzed by the researcher, there are two conclusion of this study. The first is about the types of metaphor. There are six types of metaphor found in the novel. They are dead metaphor (6,4%), cliche metaphor (7,5%), standard metaphor (63%), adapted metaphor (6,4%), recent metaphor (8,5%), and original metaphor (6,4%). The standard metaphor is dominant in the novel. The second is about the strategies of metaphor translation. They are reproducing the same image in the TL (19,6%), replacing the image in the SL with a standard TL image which does not clash with the TL culture (19,6%), translating metaphors by simile, retaining the image (23,2%), translating metaphors (or simile) by simile plus sense, or occasionally metaphor plus sense (7,2%), conversion of metaphor to sense (19,6%), deletion (9%), translating metaphors by the same metaphor combined with sense (1,8%). The strategies which is dominant used by the translator in translating the metaphor is translating metaphors by simile.

The last, the researcher gives suggestion to the other researchers. The other researchers may use the theory of translating metaphor proposed by other person. In addition, the researcher suggest that the other researchers can elaborate more by analysing the accuracy and equivalence of the metaphorical.
ABSTRACT

Mulyati, Mery. 2015. *The Effectiveness of Using Numbered Head Together Technique in Teaching Reading Comprehension for the Eighth Grade Students of SMP Negeri 1 Sugio in the Academic Year 2014/2015.* English Department Faculty of Teaching Training and Education Lamongan Islamic University. Drs. Rusjdani, M.Pd, Samiran, M.Pd.

Key Words: Reading Comprehension, Cooperative Learning, Numbered Head Together.

Numbered head together technique is one of cooperative learning strategies that can make the students more active and motivated. Numbered Head Together also make the students feel enjoy in the classroom, so they can be easy to understand with the materials taught by the teacher. This technique also can be used for teaching reading comprehension.

Students’ comprehends on the text is very important, but some students often face some problem when they learnt it. One of the problems is the reading teaching and learning process is sometimes boring. To solve the problems, the teacher should have good technique. That is why the researcher wants to describe the effectiveness of Numbered Head Together technique to teach reading comprehension, and wants to describe the students’ response toward Numbered Head Together technique.

The researcher conducted this research in the SMP Negeri 1 Sugio. The methodology used in this research was experimental research with quasi research design with the respondent amount 56 students. The data are collected by test and questionnaire technique. Then, to analyze the data, the researcher used formula t-test and formula percentages correction to analyze the questionnaire.

The finding showed that process of teaching reading towards using numbered head together technique is effective in teaching reading comprehension for the eighth grade students of SMP Negeri 1 Sugio. It can be seen from score of post test in experimental class (2063) is higher than control class (1800). Also, mean of gained score in experimental class (15) is higher than controlled class (5). The data were analyzed by using t-test formula. The result of calculation showed that in the significance degree of 5%, df 56, the value of t-count > t-table (5.263 > 2.005). Therefore, it proves that alternative hypothesis (Ha) which states there is a significant progress in using Numbered Head Together technique in increasing students’ reading comprehension is accepted. Whereas the result of questionnaire showed that the students’ response is quite good.

Finally, the result of the data analysis is significant, so it can be concluded that teaching reading by using Numbered Head Together technique at the eighth grade students of SMP Negeri 1 Sugio in academic year 2014/2015 is effective. That is why the researcher suggests to the English teacher of Junior High School to use Numbered Head Together in teaching learning process.
ABSTRACT

Muliyyani. 2015. The Representative Activities of Multiple Intelligences in English Textbook ‘When English Rings a Bell’ for 8th Graders. Skripsi, English Department, Faculty of Teacher Training and Education, Lamongan Islamic University.


Keywords: Multiple Intelligences, teaching and learning activities, textbook.

English Language Teaching (ELT) in Indonesia considers the use of textbook as guidance in classroom. However, the textbook used in teaching and learning process is always renewed following the change of curriculum. Recently, English textbook provided for eight graders is also renewed because of the latest curriculum, 2013 Curriculum. Regarding the theory of Multiple Intelligences, the textbook that the teachers used needs an evaluation in case of helping the teachers to face the students’ diversity in learning style (Armstrong, 2009:56). To evaluate whether English textbook When English Rings a Bell’ for 8th Graders can be regarded as appropriate textbook based on the theory of Multiple Intelligences, this study is held. Thus, the problems of this study are: (1) What types of intelligence are included in the activities provided in ‘When English Rings a Bell’ English Textbook for 8th Graders?; (2) What type of intelligences is most dominantly used in the activities provided in ‘When English Rings a Bell’ English Textbook for 8th Graders?

Related to the research design of the study, the researcher uses content analysis which belongs to descriptive qualitative design. Since the researcher uses written document i.e. ‘When English Rings a Bell’ English Textbook for 8th Graders as her data sources, this study also requires documentation to collect the data. Meanwhile, to analyze the data, the researcher uses Multiple Intelligence checklist adapted from Razmjo and Jozaghi (2010).

The result of the study shows that eight types of Multiple Intelligences are found in the textbook analyzed and places Bodily-Kinesthetic as the most dominant intelligence which takes 28.85% of 364 activities analyzed. The other types of intelligences found are Linguistic Intelligence (24.45%), Spatial Intelligence (20.33%), Logical-Mathematical Intelligence (9.9%), Interpersonal Intelligence (6.59%), Intrapersonal Intelligence (5.77%), Musical Intelligence (2.19%) and Naturalistic Intelligence (1.92%).
ABSTRACT

Nariyah, Muslihatun. 061110125. 2015. The Effect of Discovery Learning Method to Students’ Grammar Mastery of Present Continuous Tense at Eight Grade of Mts Sunan Ampel Kebet Lamongan in Academic Year 2014/2015. Skripsi. English Department Faculty of Teacher Training and Education, Lamongan Islamic University.

Advisors: 1) Madekhan Ali S. Pd., M. Si.
2) Mohammad Faizal Mubarok, M.Pd.

Keywords: Discovery Learning, Grammar, Present Continuous Tense.

Discovery learning method is learning method that is centered to the students so that the teacher only guides and gives instruction in developing students’ idea. One of difficulties in English study is caused by English learning less have meaning. This matter results the students have been still passive to involve in learning activity, so that the understanding of students about grammar concept is very weak. This research is focused on the effect of Discovery learning method to students’ grammar mastery of Present Continuous Tense that is applied at the eight grade of Students at MTs Sunan Ampel Kebet in the Academic Year 2014/2015. The purpose of this research is to know the implementation and the effect grammar teaching by implementing Discovery learning method to master grammar on Present Continuous Tense at the eight grade in MTs Sunan Ampel Kebet Lamongan 2014/2015.

In this research, the researcher used quasi experimental design because the class is not selected randomly. It was caused the class only consists of two classes. Then, to collect the data the researcher used t-test. The subject of this research is the eight grade A and B of MTs Sunan Ampel Kebet in the academic year 2014/2015. It consists of 56 students. While the object of this research is focused on the discovery learning method.

The result of the research shows that the value of “t” is (4.48) which the t-table (2,65) where α = 0,01 df = 54. It means that the t-count is higher than t-table, in significant level 1%. Based on the result of investigating hypothesis, the result of the calculation showed that t-count (4.48) is bigger than t-table (2.65). So that the researcher concludes that there is effect of discovery learning method to students’ grammar mastery on present continuous tense at the eight grade of MTs Sunan Ampel Kebet Lamongan in academic year 2014/2015.

Based on the result of this research, the researcher suggests to the English teacher must be creative and selective to use method in learning grammar mastery. For the students, the students will be motivated in English learning especially on grammar mastery. For further researchers, the researcher hopes this study is able to give support for further study. It may be used as a consideration to conduct the other study.
ABSTRACT

Faizah, Nazilatul. 061110126. 2015. An Analysis Of Rhetorical Device On Editorial Of Jakarta Globe Newspaper. Lamongan: English Department-Faculty of Teacher Training and Education of Lamongan Islamic University.

Advisors : (I) Fathurrahman, S.Pd., MM. (II) Hariyanto, S.Pd. M.IP

Keywords : Rhetorical Device, Rhetorical Question, Personification, Hyperbole, Reading Comprehension.

There are many implementations of rhetoric in our daily activity, for example in speech, poem, newspaper, even in our daily conversation. The study of rhetoric is included in wide area. They are: rhetorical device, rhetorical analysis, contrastive rhetoric, comparative rhetoric, etc. In this research, the researcher analyzed: (1) rhetorical device that is used on editorial of Jakarta Globe Newspaper. (2) expediency of editorial Jakarta Globe Newspaper used for Learning media, especially in Reading comprehension for university students.

The researcher uses literary research especially, stylistic research as research design to analyse the rhetorical device that is used on editorial of Jakarta Globe Newspaper. In data collection technique the researcher uses documentation technique. The steps of collecting data are collectting Jakarta Globe Newspaper, reading repeatedly the editorial of Jakarta Globe Newspaper to identify the rhetorical device that is used. After that the researcher arranges the data into some category, that is; rhetorical question, hyperbole and personification. It also uses focus group discussion technique to discuss expediency of editorial of Jakarta Globe Newspaper as media for teaching learning activity of reading comprehension for university students. In data Analysis, the researcher uses analysis systematic a literature and continues with interpretation about characteristic of aims the literary as a meaning of the whole based on Suwardi Endraswara.

The result of the study shows that rhetorical device that is usually used in editorial of Jakarta Globe Newspaper that is published on March is rhetorical question with 10 finding, the following is personification with 3 finding, and hyperbole with 3 finding. The editorial of Jakarta Globe Newspaper is expedient as media for teaching learning activity of reading comprehension for university students.
ABSTRACT

Maisyaroh, Siti. 2015. The Effectiveness of Finding Main Idea of Each Paragraph Technique towards the Students’ Reading Comprehension at the Eighth Grade of SMP Negeri 2 Deket in the Academic Year 2014/2015. Skripsi. English Department. Faculty of Teacher Training and Education. Lamongan Islamic University.

Advisors: (1) Drs. Nuriyadi, M.Pd
(2) Madekhan, S.Pd., M.Si

Keywords: effectiveness, main idea, paragraph, and reading comprehension

Reading is very important in teaching and learning process since the ability of the students to comprehend the subjects is relatively determined by their reading skill. Based on the researcher’s experience on the practice teaching program, the researcher got the data that the students of the eighth grade of SMP Negeri 2 Deket Lamongan are difficult to comprehend the reading text. To overcome the students’ problems on reading comprehension, the researcher gives “Finding Main Idea of Each Paragraph” technique to decrease the students’ difficulties in reading comprehension.

This study is aimed to (1) know the significant effectiveness of using Finding Main Idea of Each Paragraph technique towards the students’ reading comprehension at the eighth grade of SMP Negeri 2 Deket in the academic year 2014/2015 and (2) know the students’ response in using Finding Main Idea of Each Paragraph technique towards the students’ reading comprehension at the grade VIII of SMPN 2 Deket Lamongan in the academic year 2014/2015.

The researcher uses quasi-experimental as the research design on this study. The population of this study is the students of eighth grade of SMP Negeri 2 Deket and the sample of this study is the students of VIII D and VIII E class. The data of this study are collected by (1) test and (2) questionnaire.

Based on the research findings, the researcher concludes that (1) the result of t-test is 3.21 is higher than t-table 2.669 at the level of significant 0.01 and degree of freedom (df) is 54. It means that “Finding Main Idea of Each Paragraph” technique is effective towards the students’ reading comprehension. (2) the result of questionnaire is 879 with the percentage is 70.88 %. It means that the students’ response in using Finding Main Idea of Each Paragraph technique towards the students’ reading comprehension at the eighth grade of SMP Negeri 2 Deket Lamongan in the academic year 2014/2015 is very good.

Finally, the researcher suggests to the English teachers to use this method as one of the alternative ways to improve the students’ English comprehension and the English teacher should be creative and selective to use method in learning reading comprehension by using Finding Main Idea of Each Paragraph.
ABSTRACT

Mochayah, Siti. 2015. Question Types and Questioning Techniques Used by English Teacher at the Eighth Grade in SMP Negeri 1 Mantup of Academic Year 2014/2015. Skripsi. English Department, Faculty of Teacher Training and Education, Lamongan Islamic University.

Advisors: (I) Hariyanto, S.Pd. M.IP. (II) Drs. Syarif Hidayatullah

Keywords: question types, questioning techniques.

Question-answer is one of the classroom interaction in which the success is determined by the types of question given. By giving question the teacher will get some advantages such as making good communication and knowing how far the students’ knowledge is. In addition to question types, the success of making good interaction is also determined by knowing the way of teacher delivering the question which is called questioning techniques. So, this study investigates the types of question and the techniques of questioning which are often used by the English teacher and most preferred by the students in SMP Negeri 1 Mantup. The question types which are investigated are ‘yes or no question’, ‘knowledge question’, ‘comprehension question’, ‘analysis question’, ‘synthesis question’, and ‘evaluation question’. While, the questioning techniques which are studied are ‘volunteering nominating students’, ‘pre-arranged format’, ‘random nomination’, and wait-time/waiting time. The giving of appropriate question types and questioning technique is believed to create comfortable situation in the classroom and the expectation to achieve the purpose of teaching and learning can be realized.

The design of the research is descriptive qualitative design because the result of the data analysis is drawn in descriptive form. The subjects of the study are 3 teachers and 93 students at the eighth grade in SMP Negeri 1 Mantup. The instruments of collecting data are questions of interview, questionnaire sheet, and documentation. After doing the research, the researcher finds that the teachers in SMP Negeri 1 Mantup frequently use knowledge question in spoken or written and often use random nomination technique in almost any types of question. For the students’ preference, the researcher finds that knowledge question and nominating volunteering student are preferred by the students most. On the contrary, the students do not like comprehension question and random nomination technique.

Finally, some suggestions are made. First, the teacher should give students ‘knowledge question’ and ‘volunteering nominating student’ technique in each meeting in order to create good interaction and communication in teaching and learning English. By giving that question type and questioning technique, the teacher will be easier to control the students. The students should study hard and be brave to try new challenges in order to improve their knowledge or their thinking as well as to be ready and confident in facing any activities.
ABSTRACT

Agustin, Sri. 2015. 061110129. “The Effectiveness of Sentence Component Identification Technique Towards The Students’ Ability on Translating Textbook at the Grade VIII in SMPN 2 Deket in the Academic 2014/2015”. Skripsi. English Department. Faculty of Teacher Training and Education. Lamongan Islamic University.

Advisor: (1) Drs. Nuryadi, M.Pd.
(2) Mohammad Faizal Mubarok, M.Pd.
Key words: Sentence Component, Student’s Ability, Translating Textbook.

Translation in this skripsi means a transfer of meaning from English to Indonesian language and to know the of meaning one language. In learning English, students are always faced by English translating text at school, but they have some problems within. The students get difficulties if teacher lets them translate, for instance, they get difficulties to convey the gist of the text, and the teacher does not build their background knowledge at the beginning about the text. To acquire the students’ translating textbook is needed to stimulate the students’ mind and corrective feedback.

In this study, the researcher tries to apply sentence component identification. This technique is aimed to describe students’ ability to translating textbook through identifying sentence component, can solve the problem and can improve students ability to translating textbook. Then, the researcher collects the progression result of students’ score and participation in process of learning translate recount text at eight grade (B class) in SMP Negeri 2 Deket Lamongan. In this study, the researcher conducted the learning process in translating textbook through sentence component identification by Pre Experimental The instruments that were used in this research involved the English test sheet, and questionnaire and observation.

Based on the research results, the students’ ability to translate in the textbook through sentence component identification has improved. Most of the students gradually gained good scores at the end of each test. The students’ mean score in the pre-test is 61,42. The mean score in the post-test is 70,4. In addition, there was a positive response from students about implementing the technique. In conclusion sentence component identification could improve students’ ability to translating textbook.

Finally the researcher suggest to the English teacher that they should apply sentence component identification when teaching translating textbook, because sentence component identification is method to solve problem in translating textbook.
ABSTRACT

Sugiyati. 2015. 061110130. Improving the Students’ Reading Comprehension through Reciprocal Teaching Technique at the Seventh Grade of SMP Negeri 1 Sugio Lamongan in academic year 2014/2015. Skripsi. English Department. Faculty of Teacher Training and Education. Lamongan Islamic University.

Advisor: (1) Uzlifatul Masruroh Isnawati, M.Pd
(2) Samiran, M.Pd

Key words: Reading Comprehension, Reciprocal Teaching Technique, and A Classroom Action Research.

Reading comprehension means the students’ ability in understanding the message from the written materials they read. In other words, the students are not only hoped to know the word but also its meaning. To acquire the students’ reading comprehension, it needed to stimulate the students’ mind and corrective feedback. In this research, the writer uses reciprocal teaching technique. This technique is aimed to know how reciprocal technique implemented to teach reading comprehension and also to know students’ improvement in reading comprehension at the seventh grade of SMP N 1 Sugio.

The design of this research was Classroom Action Research (CAR). It focused on research by Kemmis and McTaggart Design: Planning, Acting, Observing, and Reflecting. The subjects of this study were 29 students’ at seventh grade (class F) in SMP Negeri 1 Sugio Lamongan. In this study, the instruments that used were the English test sheet, and interview and field note. Then, the writer collected the progression result of students’ score and participation in process of learning reading descriptive text.

Based on the research results, the comprehension of students in the text through reciprocal teaching technique has improved. Most of the students gradually gained good scores at the end of cycle. The score of Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) of English lesson was 75 (seventy five). The average score in the first cycle was 71,72. There were only 11 students or about 38% students who were able reach the criteria of success, and 18 or 62% students did not the criteria of success. The average score in the second cycle was 80,17. It is different from the first cycle, the average score in the second cycle was fairly satisfying, it was 80,17. There were 25 students or about 86% who were able to reach the criteria of success, and 4 or about 14% students who did not achieve the criteria of success. In addition, there was a positive response from students about implementing the technique. In conclusion Reciprocal Teaching Technique could improve students’ reading comprehension. Finally, the writer suggests that the teacher should apply reciprocal technique when teaching reading. Considering reciprocal technique is technique to solve problem in reading comprehension. By using various technique in teaching English, especially in reading skill to make the students enjoy in learning it and automatically can improve their ability.
ABSTRACT

Budiono, Teguh. 2015: 061110132. The Effectiveness of Story Map Technique towards the Students’ Reading Comprehension in Narrative Text at the Grade VIII of SMPN 1 Karangbinangun in the Academic Year 2014/2015. English Department, Faculty of Teacher Training and Education, Islamic University of Lamongan.

Advisor (I) Madekhan, S.Pd., M.Si. (2) Drs. Nuryadi, M.Pd.

Keywords: Story map technique, Reading Comprehension, Narrative text.

In this study, story map means a graphic organizer used to identify the main elements of the story and categorize the main events in sequential order. Story map helps the students visualizing the people, places and events of the story, so it makes the students are easy to comprehend the story elements of characters, setting, problems, events, and solutions that involved on the narrative story. Referring to the background of the study, the researcher formulated two problems that showed the aims of this study. They are (1) to find out the effectiveness of story map technique towards students’ reading comprehension in narrative text and (2) find out the students’ response towards the teaching reading narrative text by using story map technique.

In this study, the research design used was quasi-experimental design. The researcher conducted two classes as the sample of this study, VIII C and VIII D of SMP N 1 Karangbinangun in the academic year 2014/2015 which consists of 43 students. Those classes were used as the control group and experimental group. The control group was used as the comparison group for experimental group.

The result of t-test data calculation, the value of t-count was 4.62 with the t-table 2.70118 where $\alpha = 0.01$, and df = 41(N-2). It meant that the t-test was higher than t-table on the significant level 1%. The alternative hypothesis ($H_a$) was accepted while null hypothesis ($H_0$) was rejected. It can be concluded that the using story map technique in learning narrative text at the Grade VIII of SMPN 1 Karangbinangun was “Effective”. Then, based on the result of Likert Scale calculation, the questionnaire score was 609. The score of 609 is located between poor and good point. It can be concluded that overall the students’ response towards the teaching reading narrative text by using story map technique is “Good”.

Based on the research finding above, the researcher suggested that the teacher should use story map as the alternative one technique in teaching reading of English story text to increase the students’ achievement in reading comprehension, so the teacher should be well-prepared for the technique.
ABSTRACT

Eltharini, Tita. 2015. An Analysis of Code Mixing and Code Switching Used by Cinta Laura in a Kompas TV Program “Sebuah Nama Sebuah Cerita”. Skripsi, English Education Department, Teacher Training and Education Faculty, Lamongan Islamic University.


Key Words: Code Mixing, Code Switching

Language as means of communication plays very important role for human being life. Language is foremost a means of communication, and communication almost always takes place within some sort of social context. Language is used by people to convey their ideas and feelings to others such as talk to friends, associates, wife and husbands, lovers, teacher, parents, face to face or over the telephone and so on. But nowadays the influence of globalization may create the culture and life style fade away. Furthermore it can effect to language use that can make the people in society use different mode of language, such as the use of code-mixing and code-switching in a conversation. This phenomenon often occurs in bilingual and multilingual society. To prove the phenomenon of using code mixing and code switching in the individual who lives in bilingual and multilingual community, the researcher chooses one of figures who often expose the use of code mixing and code switching in her utterances. The figure is Cinta Laura Kiehl

The purpose of this study is to find out the use of code switching and code mixing in the interview of Cinta Laura in the Kompas Tv program "Sebuah Nama Sebuah Cerita". This study investigates the types of code switching and code mixing which occur in the Cinta Laura's utterances.

The research design of this study is Content or Document analysis. The data are collected by downloading the video of Cinta Laura's speech, watching and understanding the video, transcribing it into a script, choosing the data dealing with the research problems that will be explored and selecting the data dealing with the purpose of the study. The data are analyzed using Muysken theory types of code mixing and code switching

The results of analysis showed that Cinta Laura used two types of code mixing (insertion and alternation) and three types of code switching (intersentential, intra-sentential, tag switching). The result also shows that Cinta Laura uses almost all types of code mixing and code switching in Indonesian language and English during the interview in the program “Sebuah Nama Sebuah Cerita” Kompas Tv. This is prove that she is included in the bilingual person.
ABSTRACT

Arthauly, Utami. 2015. The Effectiveness of Think-Talk-Write (TTW) Technique Towards the Students’ Writing Ability in Descriptive Text at the Grade VIII of SMP Negeri 1 Tikung in the Academic Year 2014/2015.

Advisors : (1) Uzlifatul Masruroh I, M.Pd, (2) Erny Trysiani, M.Pd

Keywords : Writing, Think-Talk-Write (TTW) Technique, Descriptive Text

Writing is one of four skills in teaching English. Writing skills is an important skill because it will be applied in many aspect of life. In teaching and learning English, there are many strategies to teach writing according to the materials or potencies of the students. One of strategies which is suitable in teaching writing is Think-Talk-Write (TTW) Technique. The researcher tried to apply Think-Talk-Write (TTW) Technique in teaching writing.

The researcher uses quasi-experimental design in pre-test and post-test as the research design. The researcher uses this design because the researcher wants to know the effect of Think-Talk-Write (TTW) technique in teaching writing. The research is done at the Grade VIII of SMP Negeri 1 Tikung. The research subjects are the 70 students. The instrument used to collect the data are written test and questionnaire. All of students are given a pre-test, a test which is given before using Think Talk Write (TTW) technique, and after they get the treatment, the writer gives a post-test.

The result of the study shows that the scores of the students in the experimental group were higher than in the control group: The result of T-test calculation is 4.98 at level of significance 0.05 is 1.99 and 0.01 is 2.65 for df 68 with score maximum 85 and the result questionnaire of 10 questions are 7.143% students very good response, 57.143% students good response, 33.714% students poor response and 2% students very poor response. It can show that the students’ response towards the teaching by using Think-Talk-Write (TTW) technique is “Good”. Finally, the researcher has conclusion that the teaching writing of descriptive text by using Think-Talk-Write (TTW) technique is effective.
ABSTRACT

Wahyuni. 2015. The Effectiveness of Using Bamboo Dancing Technique on Students’ Speaking Ability at the Eighth Grade Students of SMP Negeri 1 Sugio in the Academic Year 2014/2015. English Department. Faculty of Teaching Training and Education. Lamongan Islamic University

Advisors: (1) Moh. Nurman, M.Pd., (2) Samiran, M.Pd.

Keywords: Bamboo Dancing Technique, Speaking

The lack of motivation to practice English as the language in daily conversation and the students have a little experience in practicing English speaking. On the other hand, the students often got bored when the teachers gave them not interesting techniques. The researcher had an idea to used the Bamboo Dancing in the process of learning. Through Bamboo Dancing, the students are given a media to express their ideas about everything to the other orally through the cooperative learning. It makes the students are interested because Bamboo Dancing offers the students a fun situation and makes the students can communicate and share ideas each others.

The problem of the research are: Is there any effectiveness of using bamboo dancing technique on students’ speaking ability at the Eighth grade students of SMP Negeri 1 Sugio in the academic year 2014/2015?, How is the students’ response toward the teaching speaking by using the bamboo dancing technique at the Eighth grade students of SMP Negeri 1 Sugio in the academic year 2014/2015?. The purpose of the research are to know the significant effectiveness of using Bamboo Dancing Technique on students’ speaking, and also to know the students’ response towards the teaching speaking by using Bamboo Dancing technique in SMP Negeri 1 Sugio.

The researcher conducted this research in the SMP Negeri 1 Sugio. The methodology used in this research was experimental research with quasi research design with respondents 56 students. The data are collected by test and questionnaire technique, then, analyzed by using formula t-test.

Result of this research showed that process of teaching speaking towards using Bamboo Dancing technique was significant. The result of t-test is 5.641 is higher than t-table 2.004 and 2.669 at level significant 0,05 and 0,01 with (df)=56-2=54, so the learning of speaking by using Bamboo Dancing Technique is effective. The result of questionnaire, there were 78.66% students who have good response to this technique.

Finally, the research of the data analysis is significant, so it can be concluded that learning speaking by using Bamboo Dancing technique at the eighth grade SMP Negeri 1 Sugio in academic year 2014/2015 is effective. That is why the researcher suggests to the English teacher of Junior High School to use Bamboo Dancing in learning process.
ABSTRACT

Sholikhah, Zuhriyatus. 2015. An Analysis of Student’s ability and Difficulties in Writing Descriptive Text at the Eight Grade of MTs. Assa’adah Gempoltukmloko Sarirejo Lamongan in the Academic Year 2014/2015. Skripsi English Department of the Faculty Teaching Training and Education of Lamongan Islamic University.

Advisors : (1) Drs.Nuryadi, (2) Madekhan, M.Pd.

Key words : Student ability, Difficulty, writing ability, descriptive text.

Writing is one of way for the people to pour their ideas or everything that they think. It means, by writing someone can do many things in their life. The people also can communicate express through a message, feeling, experience, and ideas to the others. Therefore, writing skill is very important to learn. The purpose of the study are to (1) describe students’ ability in writing descriptive text. (2) Describe students’ difficulties in writing descriptive text.

The researcher is interested in observing students’ ability and difficulties in writing because many of the students think that writing English is confusing and difficult to be understand. It causes they are lazy and do not want to improve their ideas or something that think into write form. This research also to know the students’ response when writing descriptive text at the Eight Grade of MTs. Assa’adah Gempoltukmloko Sarirejo Lamongan in the Academic Year 2014/2015.

The researcher uses qualitative descriptive case study, and quantitative design as complement or support because the data also is analyzed thought statistically procedure. The subject of this study is the Eight grade as respondent, and consists of 22 students. The technique of data collection the researcher uses test, interview, and questionnare. The analysis of test is analyzed statistically to find the significance of the result of pre-test and post-test. The data questionnaire were analyzed by using scale likert and percentage formula.

The result of this research is as follows: the result of pre test (50.45) and post test (61.81). It showes that the result of post test higher than pre test, there is a significance increase of some of the students in giving treatment on teaching writing using descriptive text, but just one of students who attained KKM score. It means that the students’ ability in writing English is still low. The researcher found difficulties of the students about grammar, organizing of the sentences, composing, difficult to remember vocabulary that needed, difficult to translate into English, between writing and reading are different. So, the teaching-learning of writing process the teacher should be more creative, often practice, in order that the students more are interested, easier. Finally, the researcher hopes that research can motivate the students to develop their creativity. Then it can change the difficulties in writing English into joy and comfort.
ABSTRACT

Avriliyasari, Zerlita. 2015. 061110140. The Effectiveness of Using Drilling Technique Towards the Students’ Pronunciation at the Seventh Grade of Smp Negeri 1 Turi in the Academic Year 2014/2015. Skripsi, English Department, Faculty of Teacher Training and Education, Lamongan Islamic University.

Advisors: (1) Mohammad Faizal Mubarok, M. Pd
: (2) Uzlifatul Masruroh Isnawati, M.Pd

Key words: drilling technique, pronunciation

Pronunciation is one of the aspects to communicate with other people. The students get wrong pronunciation in English, it can make the word have different meaning. To get a good and correct pronunciation, especially in English pronunciation, the students must study it and practice it continually. Consequently, the teacher must prepare a good technique to teach pronunciation to make the students easy to master pronunciation. So, in this research, the researcher used Drilling Technique towards the students’ pronunciation. The problems of the research are to measure the significance effectiveness of drilling technique towards the students’ pronunciation at the seventh grade of SMPN 1 Turi in the academic year 2014/2015 and to measure the students’ pronunciation mastery before and after the students are taught by employing drilling technique at the grade VII of the SMPN 1 Turi in the academic year 2014/2015.

This study belongs to quasi experimental. The population of this research is all of the students of SMP Negeri 1 Turi and the sample of this research is the students of VII A as experimental group and VII B as control group. The total of the students as the sample of this study is 48 students. The data were collected by using oral test in the form pre-test and post-test. The steps of the research process started by giving a test at the first day of the research that is a pre-test to know the students’ ability at the beginning before they get treatments. At the end of the treatment, the researcher gives students a post-test to know the effect of the treatment.

The result of this research shows that using Drilling Technique in learning process can develop the pronunciation ability of the seventh grade students at SMP Negeri 1 Turi. The analysis result of statistic data of the pre-test and post-test shows that the difference between pre-test and post-test result is significant. The mean score of experimental group was 84.58 while those of control group was 71.66. The researcher got that result of t-test was 3.378. The value of t-table at level of significance 1 % and the degrees of freedom 46 was 2.68. It means that the t-test result was higher than t-table, so Ha is accepted and Ho is rejected. It means that there is any effectiveness of using drilling technique towards students’ pronunciation at seventh grade of SMP Negeri 1 Turi.
ABSTRACT

Walidah, Ziana. 2015. *The Influence of Using Make a Match (MaM) Method in Teaching Writing Recount-text at the Eighth Grade Students of SMP Negeri 1 Karangbinangun in the Academic Year 2014/2015.* Skripsi, English Department, Faculty of Teacher Training and Education, Lamongan Islamic University. Advisors (I) R. Chusnu Yuli Setyo, M. Pd. (II) Drs.H.M. Tsalits Fahami, MM.

**Keywords**: Make a Match (MaM) method, writing, recount-text and influence.

Writing is an activity that must be learnt through practicing. Because of that case, writing may become the most difficult skill in mastering English. Using MaM method is believed to be able to motivate the students to study writing. MaM method is a group learning method which has two members in which each member of the group is not known before but are searched by similarity pairs as questions and answers. This research is intended to: (1) describe the process of using MaM method in teaching writing recount-text at the eighth grade students of SMP Negeri 1 Karangbinangun in the academic year 2014/2015, (2) measure the influence of teaching writing recount-text by using MaM method at the eighth grade students of SMP Negeri 1 Karangbinangun in the academic year 2014/2015, (3) know the motivation of the students who are taught by using MaM method in teaching writing recount-text at the eighth grade students of SMP Negeri 1 Karangbinangun in the academic year 2014/2015.

The research design used in this study was pre-experimental design, one group pre-test post-test. The population of this study was the eighth grade of SMP Negeri 1 Karangbinangun in the academic year 2014/2015 which has 154 students and the researcher chose VIII A class as her sample of the research consisting of 22 students. The researcher used purposive sample. The instruments used were observation check-list, test and questionnaire. The techniques of data analysis used were qualitative and statistical analysis method (*t*-test formula and percentage formula).

The result of the study are (1) the process how the teacher increases the students’ active in learning English especially in writing recount-text and the students enjoyed the learning process by applying MaM method, (2) there is an influence of using MaM method in teaching writing recount-text. It can be proved the degree of significance 5% (0,975) is 2.08 for 22 subjects with df is 21 and the value of *T*-test is 6.8. It means that the value of *t*-test is higher than the value of *t*-table (6.8>2.08). So, the alternative hypothesis is accepted and null hypothesis is rejected, and (3) the students’ motivation towards MaM Method in teaching writing recount-text was categorized “good” with the score overall was 645.

Finally, some suggestion were offered. The teacher should motivate the students to make responsive in learning writing. The students should continue to use this method in their writing ability. Then, for the next researchers, they are suggested to conduct researches on MaM method implementation in other aspect.
ABSTRACT

Damayanti, YennyAyu. 061110144. 2015. An Analysis of Translating Narrative Text Methods Applied by the Eight Grade Students at SMP N 2 Deket in the Academic Year 2014/2015. Skripsi. English Department Faculty of Teacher Training and Education, Lamongan Islamic University.

Advisors : 1) Drs. Nuryadi, M.Pd
2) MohammadFaizal Mubarok, M.Pd

Key-words: Translation, Translation Methods, Narrative Text.

Translation is used to transfer written or spoken source language text to equivalent written or spoken target language text. This research is focused on analyzing translating narrative text methods applied by the Eight Grade Students at SMP N 2 Deket in the Academic Year 2014/2015. Translation methods consists of eight methods, they are word for word translation, literal translation, faithful translation, semantic translation, adaptation translation, ideomatic translation, communicative translation and free translation. The purpose of this research are to describe the students’ translation in translating narrative text and to identify the kinds of translating narrative text methods applied by the eight grade students at SMP N 2 Deket in the academic year 2014/2015.

In this researchis eight grade D of SMPN 2 Deket in the academic year 2014/2015 It consist of 32 students. While the object of this research is focused on the methods in translating narrative, the researcher uses textual analysis research design. The subject of this research text.

The result of the research shows that there are three kinds of translating narrative text methods applied by the students which consists of word for word, literal and faithful translation. The highest method of English-Indonesian translation is word for word translation with 73% and literal translation with 27%. The highest method in Indonesian-English is word for word translation with 64%, literal translation with 6%, and faithful translation with 30%.

Based on the result of this research, the researcher suggests for the teachers to use this research as additional information in learning English especially in translation narrative text. Furthermore, for the students can get more understanding about kinds of translating narrative text methods and for the further researchers, this research can be used as reference for the other researchers who want to conduct a research about translation methods.
ABSTRACT

Chusnunia Qori, Ilhami. 061110167. 2015. *An Analysis of Gay’s Slang Language*. Skripsi, English Department, Faculty of Teacher Training and Education of Islamic University of Lamongan.

Advisors: (I) Fathurrahman, S.Pd, M.M  
(II) R. Chusnu Yuli Setyo, M.Pd.

Keywords: Slang, Gay’s slang language, Gay, Morphology, Word formation process, Semantic, Associative meaning, Conceptual meaning.

Gay’s slang language may sound familiar for some people and unfamiliar in the same time for the rest of them. Thus for years, Gay’s slang language apparently becomes one of language variation in Indonesia’s cultures. In fact that most of people think that every thing related to Gays is taboo. The research questions of this research are: (1) What is the meaning of Gay’s slang language? (2) How is the morphological structure of Gay’s slang language?

This research applies qualitative approach with case study research design. The researcher conducted this study on three Gays as primary subjects, and to complete the data, researcher conducted this study on some Gays who are in social media such as Facebook and BlackBerry Messenger and Gay’s website named Boyzforum. In data collection technique, the researcher used three techniques: (1) Interview, the researcher did informal conversation with primary subjects. (2) Observation, the researcher observed the interaction and activity of the Gays in Facebook, BlackBerry Messenger and Gay’s website named Boyzforum. (3) Documentation, since the researcher did the research in social media, so the researcher used documentation such as photos of screenshot of the Gays’s activity. In data analysis, the researcher divided the meaning of Gay’s slang language of semantic study into two groups, one for associative meaning and the rest for conceptual meaning. Moreover, in morphological study, the researcher analyzed each word of Gay’s slang language by its word formation process based on theory of George Yule and Gorys Keraf.

The result of this study shows that: (1) The main function of Gay’s slang language is to camouflage the bad-meaning, vulgar words or content within sentences, and (2) some words or phrases in Gay’s slang language can be indicated and included in particular word formation process but some cannot.
ABSTRACT

Jannah, Roudlotul. 2015. Improving Students’ Writing Descriptive text using Personal identity card Media at the seventh grades of MTs. Khozainul Ulum Pandantoyo, Bojoasri, Kec. Kalitengah Lamongan in the academic year 2014/2015. Skripsi. English Department. Faculty of Teacher Training and Education Lamongan Islamic University.

Advisors : (1) Fathurrahman S.Pd.,M.M (2) Hariyanto, S.Pd, M.IP.

Key words : writing descriptive text, personal identity card.

The purposes of the study are (1) to know the application of using Personal identity card media applied to improve students’ writing ability in descriptive text (2) to know whether or not Personal identity card can improve students’ writing ability of descriptive text (3) to know the students’ response toward the use of Personal identity card to improve the students’ writing descriptive text of the seventh grades students of MTs. Khozainul Ulum Pandantoyo, Bojoasri, Kalitengah Lamongan in the academic year 2014/2015.

The design of this research is classroom action research. The researcher uses observation checklist in observing the data to know the application of the teacher’s performance in teaching learning process and test. It also aims to know the improvement of the students’ writing ability by using Personal identity card in writing descriptive text. The researcher uses questionnaire to know the students’ response about the Personal identity card. The subject of this research are the students of seventh grade of MTs. Khozainul Ulum Pandantoyo, Bojoasri, Kalitengah Lamongan in the academic year 2014/2015.

The result of this research shows that the use of Personal identity card can improve the students’ writing skill. They can express their idea in written form easily. After doing the research, the researcher finds that there is a significant score in writing test after using Personal identity card.

In the preliminary test, the students get score low from KKM, the average score is 54, there are 22 (59%) students, and just 1 (3%) student gets score 70. In cycle 1 the average score is 70, there are 9 (13%) and students get score 65 was 12 (70%) and just 3 students get score 85 (6%) . in cycle 2 the average score was 83, there are 11 (15%) students get score 75, and student gets score 85 the average 7 (10%) of students and student gets score 90 just 4 (4%) students .So, using personal identity card media can improve students’ writing descriptive text.

Based on the result of the study, the researcher suggests to English teacher of Junior High School in order to use Personal identity card to make learning of writing descriptive text easily. The advantage of using Personal identity card media is the students can arrange the words into sentences, then compose the sentences into a good descriptive text.
ABSTRACT

Maf’unnatus S. 2014. *The implementation of teaching reading by using scientific approach based on the 2013 curriculum by an English teacher at the 7th grade of SMP Negeri 1 Turi academic year of 2014/2015.* Skripsi, English Department, Faculty of Teacher Training and Education, Lamongan Islamic University

Advisor : (1) Mohammad Faizal Mubarok, M.Pd
(2) Drs. H.M. Tsalits Fahami, MM

Keywords : reading, teaching, scientific approach, 2013 curriculum

2013 curriculum is the curriculum that is currently implemented in Indonesia. This study aims to describe the focus of teachers in teaching reading lesson whether it focuses on the form or the meaning and various texts, whether they understand or not. This research is qualitative. The participants of this study is an English teacher and first grade students of SMP N 1 Turi. 2013 Curriculum in SMP N 1 Turi uses a scientific approach, a step-by-step scientific approach are: observe, ask, reasoning, tried, and establish networking.

The design of this research is descriptive qualitative. In this research design, the researcher collects, processes, and to describes the data based on the data that has been collected. Three instruments were used to collect the data, namely: interview in the form of a recording, observation in the form of a checklist and field notes the teacher in the classroom activities and questionnaire to determine students’ responses. It is used to determine how teachers in teaching reading in the curriculum of 2013 and student response. The audio recording of the interview is used to determine how teachers implement the curriculum in 2013, especially in the subjects of reading and to know the difficulties that teachers face when implementing it.

Based on the result of this study, the researcher concludes that (1) the researcher found that the implementation of teaching reading by using scientific approach based on the 2013 curriculum by an English teacher at the 7th grade of SMPN 1 Turi in academic year 2014/2015 is relevant to the guideline, principle, purposes, and steps of teaching reading by using scientific approach by an English teacher on the 2013 curriculum although the teacher has difficulty in applying the 2013 curriculum when teachers teach such as facilities and means for teachers who have not been sufficient. (2) based on the result of questionnaire, the students’ response when they are taught reading by using scientific approach based on the 2013 curriculum is “Good”. It is gained from the result of hypothesis testing the score taken from analysis was 895 with the percentage 69.92 %. It was located on the good category.

Finally, the researcher suggests that English teacher who has received training or workshops in 2013 curriculum should be able to apply in his teaching, especially in the teaching reading by using scientific approach.