ABSTRACT

Sutiyon, 2016. The Effectiveness of using sketching technique in teaching writing descriptive text at the seventh grade students of SMP N 3 Sugio in academic year 2015/2016. Skripsi. English Department, Faculty of Teacher Training and Education, Lamongan Islamic University.

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

Key words: Sketching technique, teaching writing and descriptive text

Writing is an activity to create a record in important skill to learning experiences. The research focused on the use of sketch, in teaching writing descriptive text at the seventh grade SMPN 3 Sugio. Using sketch, to help the student to both learn and acquire English effectively in writing descriptive text.

This research is aimed at investigating the effectiveness of sketch towards students’ writing descriptive text at SMPN 3 Sugio.

By using this medium in teaching writing, the writer wants to know whether there is an effectiveness of sketch in teaching writing descriptive text. The research design used in this write is quasi experimental. The writer used two classes, 7D for experimental group and 7A for the control group. The experimental group was taught by using sketch and the control group was taught by using non sketch. The research instrument used are test and questionnaire. The analysis used is t-test.

The result as follows: first, teaching writing descriptive by using sketch is more effective than teaching writing descriptive without sketch to improve students’ writing description. Second, the result of the research in this study is the mean score of the post test from the experimental group is higher (61.73) than post-test on control group (58.96), so the hypothesis is accepted.

Finally, the writer recommends the fact of this research obtained that sketch is effective in teaching writing descriptive text in English learning, especially in learning writing descriptive. Then, the writer suggest the teacher to use sketch as the media in teaching writing and to improve students’ motivation to write English.
ABSTRACT

A. Nugroho Siswanto 2016. 061110096. *A Descriptive Study of teaching English Using Climbing Grammar Mountain game Towards the Students’ Ability on Simple Present Tense at Grade VII of SMP N 1 Kembangbahu in the Academic Year 2015/2016.* Skripsi. English Department. Faculty of Teacher Training and Education. Lamongan Islamic University.

Advisor: (1) Moh. Nurman, M.Pd. (2) Abdullah Farih, M.Pd.
Key words: Climbing Grammar Mountain Game, Students’ Ability, Simple Present Tense.

The students often thought that learning Simple Present Tense was difficult. Tense influences the students’ motivation in learning. From the observation, the researcher found that the English teacher tended to teach the grammar deductively. Based on this statement, English teachers should think critically in order to find creative approach in teaching grammar so that the students will take much participation during the learning process. One of the creative approaches in teaching English grammar was games. One game that can be applied in classroom is Climbing Grammar Mountain Game. This study is aimed to (1) Describe the teaching English using Climbing Grammar Mountain game towards the students’ ability on simple present tense at grade VII of SMP N 1 Kembangbahu in the Academic Year 2014/2016, (2) Find out the students’ response towards teaching simple present tense through Climbing Grammar Game at Grade VII of SMP N 1 Kembangbahu in the Academic Year 2015/2016.

The researcher uses Descriptive Qualitative Design in order to identify and explain about the implementation of Climbing Grammar Mountain Game towards the students’ ability on simple present tense. The population is all of the students of grade VII of SMPN 1 Kembangbahu and the sample is the students of VII H class that consists of 23 students. In collecting data, the researcher uses two instruments (1) Observation and (2) Questionnaire.

Based on the research results, the researcher concludes that (1) A descriptive study of teaching English using Climbing Grammar Mountain Game towards the students’ simple present tense is effective and successful. The result of observation showed that the students were easier in teaching and learning process of teaching Climbing Grammar Mountain Game towards the students’ simple present tense, because after the researcher the students absorbed the information that given, (2) the response of the students in teaching Climbing Grammar Mountain Game towards the students’ simple present tense at the grade VII of SMPN 1 Kembangbahu is “Good.”
ABSTRACT

Hidayanti, Anik. 2016. The Use of Semantic Mapping to Improve the Students’ Vocabulary in Seventh Grade Students of SMP NU Sabilunnaja Babat in the Academic Year 2015/2016. Skripsi, English Department, Faculty of Teacher Training and Education, Lamongan Islamic University. Advisors: (1) Madekhan,S.Pd., M.Si. (2) Abdullah Farih, M.Pd.

Key words: Vocabulary, semantic mapping

Vocabulary is the key to student understanding what they read; hear in school and to communicate successfully with other people. Without vocabulary students cannot understand others speak or express their own ideas.

The researcher has problem of study, there is: “How can the semantic mapping to improve the students’ vocabulary in seventh grade students of SMP NU Sabilunnaja Babat in the academic year 2015/2016?”

The method that was used in this research was the classroom action research (CAR). The instruments used in collecting data were test and observation sheet.

Based on the result of the data that score the result of calculation based on formula shown result average preliminary test were 61. The result test of Cycle 1 was 71 and the last Cycle was 86. The score of average on every Cycle is reach to criteria of success. It’s mean that using semantic mapping can improve the seventh grade students of SMP NU Sabilunnaja. The result of observation in Cycle 1 with 24 students they are 19 (79,16%) students be active and 5 (20,83%) students passive and the result of observation in Cycle 2 was 22 (91,66%) students active than 2 (8,33) students passive.

The conclusion of this study was that semantic mapping was can teach vocabulary. The researcher suggests to the teachers that in teaching vocabulary can use semantic mapping.
ABSTRACT

ARINIL, KHOIROH. 2016. “The Effectiveness of Snowball Throwing Model For Students’ Vocabulary Mastery At The Third Year Students’ of SDN Nglebur” Skripsi, English Department, Faculty Of Teacher Training And Education Lamongan Islamic University.

Advisors : 1. Dian Luthfiyati, M.Pd.
2. Drs. H.M. Tsalits Fahami, MM.

Keywords : Vocabulary mastery, Snowball Throwing Model, Effectiveness

Vocabulary is important part in learning the English language. Because when someone wants to learn English, they should learn vocabulary first. Therefore, the purpose of this study is there any effect of snowball throwing model this could increase students’ vocabulary mastery and the researchers also want to know the student response after studying English in particular on mastering vocabulary using the snowball throwing model especially for elementary school students.

The subject of this research is students of SD Nglebur Kedungpring Lamongan. There are 16 students (3 male and female 13). There are three steps in a research experiment. The first step, the researchers do pre-test. The second step, the researchers provide action or guidance consists of three times the treatment. The last meeting. The researchers doing post-test to find out the results of the student while studying vocabulary using the learning snowball throwing model.

Based on the analysis of the data, it can be seen that there are significant differences in the results of pre-test and post test students. The average achievement of students in pre-test is 50% and 90.62% post test. The main factors affecting the progress of teaching and learning is students’ interest in learning snowball throwing model that already given. This can be evidenced from the results of a questionnaire that was given to the students.

Therefore, it can be suggested that the use of this learning model can be an alternative way to improve students' vocabulary mastery. These results will hopefully motivate teachers to use English learning model of snowball throwing in teaching English, especially when teaching Vocabulary language for elementary school students.
This study is aimed at improving the tenth grade students’ writing skill at SMK “Kesehatan Insan Bhakti Husada” by using round club technique. The students of SMK Kesehatan Sukodadi-Lamongan get problems in writing—they feel difficulty to discover and organize ideas, they have difficulties to produce a unified paragraph, most of the sentences of the paragraphs are not related to the main idea and they are not logically ordered, and the paragraphs contain grammatical inaccuracies. These problems are caused by some factors: (1) the teacher provides less portion of time for writing activities, (2) the teacher never holds a conference with the students, (3) the teacher does not provide a model paragraph organization and (4) the teacher does not try to find out appropriate strategies in teaching writing.

Based on this factor round club technique was implemented to improve the students’ writing skill. Thus, the problem statement of this study are (1) How can round club technique be used to improve the students’ writing skill the tenth grade of SMK “Kesehatan Insan Bhakti Husada” in the academic year 2015/2016? And (2) How can the actively of learning writing by round club technique at the tenth of SMK “Kesahatan Insan Bhakti Husada” in the academic year 2015/2016? Therefore, this study aim at implementing round club technique in the process of writing to improve the tenth grade students’ in writing skill.

The design of the study is classroom action researcher. cyclic activities-planning- implementing, observing, and reflecting. In this research there is two cycle, in cycle one there is two meeting and in cycle two there is two meeting. The subjects of the study are students’ of pharmacy class of the second semester in the 2015/2016 academic year which consist of 7 male and 36 female students. The instruments used are the writing tasks, observation checklist, and questionnaire.

The researcher findings indicate that the students’ activity during the writing activities and students’ writing skill improves after the implementation of the action. The improvement is shown by the increase of the result of the students’ achievement in writing a short descriptive essay. The result of the students achieving the score equal to 75 in cycle I is average was score 72. It increases was score 79 in cycle II.

Based on research findings, three suggestions are provided. The first suggestions, is for teachers to employ round club with the proper model developed as one of the alternative techniques in their writing class. However, the procedures proposed need to agree with the students conditions in their class. The Second
suggestions, is for students should keep compactness in their group, give and take information, exchange their knowledge each other and have high responsibility in their material. The Third suggestions, is for further researchers to conduct such kinds of research concerned with the implementation of round club in writing English using other different genres by considering the strength of round club as a technique to write any subjects.
ABSTRACT


Key word: Communicative Drilling Technique, Reading, and Descriptive Text

Reading is considered as one of the language skills which has very important role for language learners. But students often fail in understanding the reading passage and considering the teaching reading, the role of an English teaching is very important in the classroom to encourage the students to motivated in reading, especially for them who are in the sixth grade of elementary school. So, they will have a great desire to read and comprehend the reading text easily during the learning process. However, mostly English teachers teach their students monotonously. Related to the above matters, the researcher was interested in studying the implementation of communicative drilling technique, which is in accordance with the students’ problem in the teaching process of reading.

Researchers studied the problems are: (a) How is the implementation of communicative drilling technique to teach reading descriptive text for Sixth Grade?, (b) How is the students’ ability in reading descriptive text after the implementation of communicative drilling technique to teach reading descriptive text for Sixth Grade?

The researcher used descriptive qualitative research in doing her study. The sixth graders of SDN Somosari Kalitengah Lamongan in the Academic Year 2015/2016 were the subject of her observation. The data collection technique used for this research was field note which was used to obtain the data of the implementation of communicative drilling in teaching reading of descriptive text. The researcher also gets the scope of the students’ daily assessment that included from the teacher to find out the students’ reading task.

Research was done two meetings, from the aspect of student assessment in second meeting better than the first. So the communicative drill was really helpful for the students which could catch and motivate the students to learn reading.
ABSTRACT

Fitriasari, Dian. 2016. 061210009. The effectiveness of using guiding question technique towards the students’ ability in writing descriptive text at the eighth grade of SMPN 5 Lamongan in 2015/2016 Academic Year. Skripsi. English Department. Faculty of Teacher Training and Education. Lamongan Islamic University.

Advisors : (1) MOHAMMAD FAIZAL MUBAROK, M.Pd.
(2) Drs. H. M. TSALITS FAHAMI, MM.

Keywords: Writing and guiding question technique

In Indonesia, some English teachers still use conventional method in teaching writing descriptive text. Conventional method usually made the students easily bored since the method was monotonous, so it made the learners got bored. One of the ways to make teaching writing descriptive text effective was made the students’ active. Many techniques used in teaching writing descriptive text, for example is using guiding question technique. So, in this research the researcher uses guiding question technique as a technique in learning writing descriptive text. This technique was selected by the researcher because it was believed to be able to stimulate the students to be more involved and active in writing activities and to facility the students to organize their idea in writing ability.

The aim of this research was to measure the effectiveness of using guiding question technique towards the students’ ability in writing descriptive text at the 8th grade of SMPN 5 Lamongan in 2015/2016 academic year.

In the study, the research used Quasi-experimental design. The population of the study was all of the students at the 8th grade of SMPN 5 Lamongan in 2015/2016 academic year. The researcher conducts two classes as the sample of this study. They are VIII E and VIII A of SMPN 5 Lamongan which consists of 24 students in each class. Those classes use as the control group and experimental group. The control group uses as the comparison group for experimental group. The total of the students as the sample of this study is 48 students. The data is collected by using test.

The result of the study shows that the score of experimental group was higher than control group – the mean score of experimental group was 78.33 while the control one was 64.75. The researcher got the result of t-test was 4.6. 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. Ha is accepted and Ho is refused. It can be concluded that there is possitive effects on the use of guiding question technique towards the students’ ability in writing descriptive text at the 8th grade of SMP Negeri 5 Lamongan in 2015/2016 academic year.
ABSTRACT


Key Words: *Ecranisation, Novel, Movie, Plot, Character, Setting*

Basically, the adaptation in a novel into film is nothing new for us. Because the adaptation of the novel to the film already since in 1970s. But many people do not know about the causes of the loss of a story from the film adaptation, especially in terms of plot, character and setting. Ecranisation is an adaptation of a novel term to the white screen/transformation of a literary work into a form of film. The researchers choose ecranisation because there are many factors that make the novel and the film has the distinction of when converted to the form of the film. *Frozen* a novel by Sarah Nathan and Sela Roman tells the story of an imperial Princess Arendelle named Elsa who had the force of ice since birth and unable to control her powers. The purposes of this research are: (1) To know the missing plot found in novel and movie version. (2) To know the missing character found in novel and movie version. (3) To know the missing setting found in novel and movie version.

This study’s characterized as qualitative research approach because the data to be analyzed are in the form of words, such as the plot, characters and setting of the story. Source data obtained from the novel and film, entitled *Frozen*. The researchers chose this novel and this film for analysis. Researchers analyze and explain about the plot, the characters and the setting is missing from both these data. The process is collecting data, reducing the data, display data and drawing conclusions.

From the data analysis, researcher finds there are three versions of the novel that consist of missing versions when the novel is adapted to film. The three versions are missing plot, missing character and missing setting. Besides the factors that triggered differences from the version that is lost because of the duration, the improvisation, the reduction and conversion. All the difference in the movie and who is not in the novel is aimed at maintaining the continuity of the storyline.

Finally, the researchers hope that the next researchers can analyze about ecranisation/adaptation deeper to provide knowledge and experience to analyze the novel and the film are more detailed.
Abstract

Astutik, Duwi "An Analysis of Students’ Difficulties of Speaking Skill at the Seventh Grade of SMP Negeri 3 Lamongan in 2015/2016 Academic Year 2015/2016”. Skripsi. English Department Faculty of Teacher Training and Education. Lamongan Islamic University.

Keywords: Speaking Skill, Speaking Difficulties

English as a second language in oral communication is complex activities to be considered when teaching English. Listening, reading, writing, and speaking are four basic skills that students should master in studying English. Based on the researcher’s experience as a teacher at SMPN 3 Lamongan, the researcher found that most of the students could not do the speaking activity optimally yet. Many students found some difficulties when they speak English. They cannot deliver the information that they have in English well. They are not sure to speak English, they are shame to say any words in English, and their speaking ability is low or not satisfied. This case inspires the researcher to make a research about students’ difficulties in speaking.

The problems of this study are: 1). What are the difficulties in speaking English faced by students at The Seventh Grade of SMPN 3 Lamongan? 2). What are the causing students’ difficulties at The Seventh Grade of SMPN 3 Lamongan in speaking English? The study is descriptive qualitative, and the subject of this study is the students in the seventh grade at SMPN 3 Lamongan. To get the data, the researcher uses questionnaires and interview guide.

The researcher found that the students’ difficulties in speaking are inhibition, that consist of students feel shy of being attention when speak English, worried about making mistakes, afraid of being criticized when speak English incorrect. It was caused by their low understanding in grammar, low vocabulary, and low level of pronunciation mastery. The next difficulties is nothing to say, students afraid of being faulted, have no idea to speak English, and lazy to speak English. It is caused by uninteresting topic, and difficult material or topic. The problem that related with low or uneven participation is found, of the students seldom speak English in class, students uncertain speak English. It is caused by their low understanding in grammar, low vocabulary, and low level of pronunciation. The last difficulties is mother tongue used, students usually use mother tongue during the lesson. It is caused by their vocabulary is low.
ABSTRACT


The Advisors: (1) Mr. Madekhan, S.Pd, M.si
(2) Mrs. Diah Astuty, M.Pd

Keywords: Sociolinguistics, Speech society, Bilingualism, Code mixing, Code-switching.

The most important thing of communication in the society is a language. Therefore a very important position, then make the language will never be separated from human life and will always present in every activities. Indonesia is a multicultural society whose linguistic background varies. People always use language to communicate with other people. Each ethnic group has his own culture and has his own way of talking. Because of that, Indonesian has the ability to speak more than one language, but each ethnic has one regional language that makes it an ethnic identity. Although each ethnic has a variety of regional languages, one of the prominent features of the Indonesian national identity is Indonesian. The use of Indonesian as a language of everyday communication plays an important role in various domains, such as government, family, religion, ethnicity, education and so on.

The research aims at describing the code mixing, the main factor of using code mixing, the kinds of code mixing and the determining factors that determine the code mixing of non-Javanese student in UNISLA.

This descriptive research uses the Sociolinguistic approach and it is field research. The research design applied in this study is qualitative. Observation, interviews and documentation are the methods used in collecting data. Data in this research are the student of non-Javanese that code mixing are found.

Using triangulation method in analyzing data, the researcher finds the code mixing and the social factors that determine the code mixing. The code mixing which are found in the non-Javanese student in UNISLA are Indonesian and Javanese language. The determining factors are the limitation of using code and the use of more popular term. Based on the conversational code mixing, involves the deliberate mixing of two languages without an associated topic change. The situational code mixing happens when they speak one language in one situation and another language in different one.

Regarding to the result of this research, the researcher may suggest that research on code mixing among non-Javanese student in UNISLA can be conducted with narrower scope so that the more comprehensive analysis will begained in relation with the more fundamental language choice.
ABSTRACT

Fauziyah, 2016. Improving Student Reading Comprehension Using a Match Technique at The Eight Grade Students of SMP Islam Tanfirul Ghoyyi Lamongan in Academic Year 2015/2016. Skripsi. English Departement, Faculty of Teacher Training and Education, Lamongan Islamic University.

The advisor: 1). Madekhan, S.Pd, M.Si 2). Abdullah Farih, M.Pd

Keyword: teaching reading comprehension, descriptive text, Make a Match

This research is based on problem met by the researcher when in hut Tanfirul Ghoyyi. Before begining the teaching learning, the researcher gave preliminary test and the result of preliminary test is very low. It shows that students’ reading comprehension in eight grade is far from KKM (> 75). To solve the problems, the researcher uses Make a Match technique to improve the students’ reading comprehension in descriptive text. The research problems as follow: 1) How is the application Make a Match Technique used in teaching reading comprehension at the Eight grade students of SMPI Tanfirul Ghoyyi Lamongan? Dan 2) Is Make a Match able to improve the students’ reading comprehension in descriptive text?

The research design was Classroom Action Research (CAR). The researcher took location of research at SMP Islam Tanfirul Ghoyyi Lamongan in academic year 2015/2016, in eight grade with 23 students. This research consisted of two cycles, there are Cycle I and Cycle II. Each cycle consisted of 4 steps, there were : planning, implementing, observing and reflecting.

To know the students’ improvement in reading comprehension, the researcher uses instruments; there are observation checklist, and test. From the result observation checklist it shows that teaching learning by using Make a Match technique can improve succesfully the students’ reading comprehension. Because the researcher as teacher does all indicators based on observation checklist. And from the result of test, it can see from improvement the average in each test. The average of preliminary test is 56.82, the result of test cycle I is 73.21 and the result of cycle II is 78.34. It means that Make a Match technique is successful to improve the students’ reading comprehension in eight grade at SMP Islam Tanfirul Ghoyyi.
ABSTRACT


Key Words: Text books, Teaching materials and Curriculum

Text books is one of the teaching materials that are important in learning activities, especially for teachers who are not able or are not ready to make their own teaching materials based on the Standards of competence and basic competences in education unit level curriculum. General research objective was to describe the suitability standard of competence and basic competence and suitability to the needs of teaching materials of English text books in 3rd grade SDN Botoputih II.

This research is a descriptive qualitative approach and use the document as a subject. The study design using content analysis techniques to describe an objective, systematic, and communicative. This study uses set procedures to draw conclusions from a book or document. Subjects in this study is the English language text books to 3rd grade Erlangga issue that has been widely circulated. Name of text books in English such that Grow with English Book 3.

Based on the results of this study concluded that there are several sections, English text books is not in accordance with the needs of teaching materials for the content of this text does not include the basic competencies or indicators in each unit , aspects of language skills is said to be complete for every skill language present in all units, except the reading skills found only in five units, aspects linguistic be quite complete because there are four aspects of language skills is pronunciation, vocabulary, sentence and the development of ideas on any language skills and each unit.

From the results the conclusion is suggested when using text books that already exist should be examined in advance for learning that can run optimally. Better yet, if the teaching of a teacher is able to make their own teaching materials in accordance with applicable regulations.
ABSTRACT

Istiqomah. 2016. “The Effectiveness of Teaching Writing Procedure Text by Using Demonstration Method at the Seventh Grade of MTs Darussalam Getung Turi Lamongan in the Academic Year 2015/2016”. Skripsi, English Departement, the faculty of Teacher Training and Education, Lamongan Islamic University.

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

Keywords: Writing procedure text, demonstration method

In learning English as a foreign language, the students should master four basic skills in English, namely: listening, speaking, reading and writing. Writing is one of the four basic skills that the students should be master. It is important element in teaching learning process. There are many techniques or methods that could be used to teach writing English. One of the methods is demonstration method. Students learn to write procedure text by using demonstration method. It was believed that the techniques could help the student in teaching writing by using demonstration method it could give stimulus students to improve writing.

The formulation of the research problem were: 1) How is the effectiveness of teaching writing procedure text by using demonstration at seventh grade of MTs Darussalam Getung Turi Lamongan in academic year 2015/2016. 2) How is the students responds of the writing procedure text by using demonstration at seventh grade of MTs Darussalam Getung Turi Lamongan in academic year 2015/2016.

This research design is an experimental research. This research is conducted in the MTs Darussalam Getung Turi Lamongan. The population of this research is the seventh grade students. The sample are students in A and B class with simple purposive sampling. The total is 56 students. The samples are divided into two class. The researcher using quasi-experimental design. The data are collected by using test and questionnaire. In collecting the data, the researcher uses test items as primary data and questionnaire to get answer the school data. The primary data is analyzed by t-test formula

The result of t-test calculation is 17,70 and t-table 2,05 at significant level 0,05 with db 28. It means that calculation of t-test is higher than t-table. So, it is significant. From the result above, it can be concluded that there is significant effect of demonstration method in writing procedure text of seventh year students of MTs Darussalam Getung Turi Lamongan in academic year 2015/2016. It can be shown through the academic achievement of students in MTs Darussalam Getung Turi Lamongan.
ABSTRACT


**Keywords:** Contextual Teaching and Learning, English Speaking Material, Vocational Senior High School

This development research is aimed at developing interesting English speaking material based on Contextual Teaching and Learning (CTL) for technique study program of vocational high school students. The material should be appropriate to students’ needs.

Model of development used in this research is a combination between the Type 1 development model from Richey and Dick and Carey. The researcher modified the combination according to condition on the field, so the stages become analysis stage, design stage, development stage, and evaluation stage.

This development research is conducted in SMK Negeri 1 Sarirejo and X-TKJ students as the try out subject. The data are collected by interview, questionnaire, and checklist observation. The data collected shows that the students give good response, even they are expecting to get the product as their learning material.

Based on the result of the research can be conclude that the developed product entitled “Learning Speaking in The Real World: vocational school handout” is contextual. This developed product consists of dialogue text, poems, songs, drama script, vocabulary and pronunciation practice, glossary and exercises which designed as realistic as possible to go with 7 main aspects of CTL. The product is also related to the existing curriculum, school-based curriculum (KTSP). Besides, it presents material that easy to understand, interesting, could increase students’ multiple intelligences and relate to students’ department.

Students’ response to 7 main aspects of CTL also discussed in this research. The most favorite aspect is modeling which clarified by 51.5% from 29 students who voted, then 41.5 % students appreciated inquiry as the helpful one and 58.5% students thought that authentic assessment aspect couldn’t give significant effect to their speaking learning activities.
ABSTRACT

Kartina. 2016. *The Effectiveness of Mind Mapping Technique Towards Students’ Speaking Skill at the Seventh Grade SmpNegeri 1 Kembangbahu Lamongan*. Skripsi, English Department, Faculty of Teacher Training and Education, Islamic University Lamongan.

Advisors (I) : Dian Luthfiyati, M. Pd, (II): Drs. H.M. Tsalits Fahami, MM

Key words : *mind mapping, speaking*

Indonesia is one of the nations which have obliged English as one of lesson taught to the students. Especially in the Junior high school level, English is one important lesson in the school. Learning English involves in four skills, namely reading, listening, speaking and writing. Learning speaking is very important for the students due to it became one of crucial language components in learning English. Therefore, people will and always learning English both as foreign or second language.

Based on the important of speaking, the students are expected can develop their knowledge, they should have ability and method to support their speaking skill. In this research, the researcher used mind mapping technique in teaching speaking. The researcher formulated two problems they are, is mind mapping technique effectivetowards students’ speaking skill and how are students’ response towards the use of mind mapping technique. The objective of this study is to find whether there is any significant difference in learning achievement of speaking skill between the students who are taught by using mind mapping technique and those who are taught by using non-mind mapping technique and to know how the students’ response towards the use of mind mapping technique.

In this research, the researcher used quasi-experimental design. The research instrument used are test and interview. It is used by the researcher to collect data. The result of the test is analyzed using t-test SPSS. The result showed the t-test or t-value is (2,428) higher than t-table (1,68). Therefore, the alternative hypothesis (H<sub>a</sub>) is accepted. It means that the students who are taught by using mind mapping technique have better speaking skill than those who are taught by using non-mind mapping technique. The null hypothesis (H<sub>0</sub>) is rejected, it means that the students who are taught by using mind mapping technique do not have better speaking skill than those who are taught by using non-mind mapping technique.

Finally, the researcher conclude that mind mapping technique is effective used in teaching learning process, especially in learning speaking and make the students have better response in learning speaking. Then, the researcher suggest the teacher to use mind mapping technique as the technique in teaching speaking.
ABSTRACT

Khotimah, Khusnul. 2016. The Implementation of Speaking Assessment at SMKN 1 Sarirejo Lamongan. Skripsi, English Departement. Faculty of Teacher Training and Education. Islamic University of Lamongan.

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

Key words: Speaking Assessment

Speaking ability has become more central in language teaching, therefore the speaking assessment also has become an important part to improve instruction and help students take control of their own learning. But, many English teachers have difficulties to implement the speaking assessment and this is the main reason in conducting this research. It is important to note that the implementation in this research explained about the way to carry out the speaking assessment, the assessment tasks used by the teacher and the competences measured by the teacher. This research used descriptive qualitative design because the researcher just intends to observe the implementation of speaking assessment with a teacher and the students of Multimedia Class of SMKN 1 Sarirejo Lamongan. The researcher took the data by observation, interview, questionnaire and documentation. There are some steps in analyzing the data, they are data reduction, data display and drawing conclusion.

After taking the data and analyze it the researcher found that not all types of speaking assessment tasks used by the teacher. The teacher only applied some tasks such as discussion, conversation, and describing picture. In another case, the teacher only assessed three communicative competences; they are grammatical competence, discourse competence, strategic competence. Moreover, the teacher had some different procedures in conducting the assessment.

It is suggested for the teacher to evaluate the competences in detail by using more tasks to assess speaking ability. Therefore, the students will obtain new experience and knowledge in different speaking context. Moreover, it is important to assess sociolinguistic competence in which covers the appropriateness of using language in different social context. In addition, the teacher needs an effective instrument for scoring in order the students’ ability can be scored in detail.
ABSTRACT

Qodriya, Lailatul. 2016. 061 210 022. "Enhancing Students' Vocabulary Mastery By Using Hunting Words Game at the Seventh Grade of SMPN 1 Karangbinangun in the Academic Year 2015/2016". Skripsi. English Department. Faculty of Teacher Training and Education. Islamic University of Lamongan.

The Advisors: (1) Mr. Madekhan, S.Pd, M.si
(2) Mr. Drs. Rusdjan, M.Pd

Keywords: Vocabulary Mastery, Game, Hunting Words Game

In Indonesia, English has an important role in society and education. In society, the English is used to absorb some information from the internet, television, books, and other media are presented in English. Based on the 2006 English Standard of Competence, the purpose of teaching English is that students must master the four skills of English: reading, speaking, listening and writing. In addition, the students also have to master some important factors in English, such as vocabulary. Vocabulary is the most important thing to mastered, for someone who does not have vocabulary, a person will have difficulty in learning a foreign language.

Based on the important of vocabulary to learning English, the students are expected can master of vocabulary. To enhance students’ vocabulary mastery, the researcher used Hunting Words Game in Junior High School. In this research, the researcher would like to formulate the research problem is How can the Hunting Words Game enhance students’ vocabulary mastery at the seventh grade of SMPN 1 Karangbinangun?. The objective of this study is to produce an instructional strategy using Hunting Words Game to enhance students’ vocabulary at the seventh grade of SMPN 1 Karangbinangun.

This research used CAR (Classroom Action Research) design. This research is mix method design, qualitative and quantitative researches. It is because this study deals with attempt to know how far this method given an effect to increase students’ vocabulary. The subject of the study is focused on the students of seventh grade D at SMPN 1 Karangbinangun in the second semester of 2015/2016. There are 19 students in this class.

In this research, the researcher used two cycles. The result of cycle 1 there were 10 students or 52.63% of 19 students who got ≥ 75 and the mean score of vocabulary test was 72.84. Therefore, it could be said that teaching vocabulary through Hunting Words Game in Cycle 1 was unsuccessful to improve the students’ English vocabulary achievement in the teaching learning process of vocabulary. So, the researcher needs to proceed to the next cycle. In this cycle, the researcher adds at rule of the game in the assessment. If students can answer question in question cards will have score of 10 points. If students can’t answer correctly, they will get punishment in the punishment cards and the score minus 5 points. The result of cycle 2, the students which achieved score at least (≥75) were
84.21% (19 students) and the mean score was 84.52. It means that, the result of the students’ vocabulary achievement test in the cycle 2 was better than cycle 1 and the targeted percentage of the students get good score category.

Finally, the researcher concludes that using Hunting Words Game in teaching vocabulary was successful. Hunting Words Game could be applied to enhance students' vocabulary mastery at seventh grade of SMPN 1 Karangbinangun in the academic year 2015/2016. Then, the researcher suggest the teacher to use Hunting Words Game in teaching English vocabulary and to make students response more better to learn more about English vocabulary.
ABSTRACT

Azizah, Mar’atul. 061210025.2016. The Influence of STAD in Teaching Reading towards the Students’ Reading Comprehension at Seventh Grade of MTS Putra Putri Lamongan in the Academic Year of 2015-2016. Skripsi. English Department. Faculty of Teacher Training and Education, Islamic University of Lamongan.

Advisors (I): Mohammad Faizal Mubarok, M.Pd. (II): Diah Astuty, M.Pd.

Keywords: Student Teams Achievement Divisions (STAD), Teaching Reading, Reading Comprehension.

Reading comprehension often becomes a problem for the students. For example they face the difficulty in identifying main ideas. Thus, appropriate method of the teaching and learning is very important to help students master the reading comprehension. This study proposes an alternative method to teach students to reading comprehension by using STAD. STAD is one type of cooperative learning model using small groups with a total membership of each group of 4-5 students heterogeneously. The teacher presents a lesson and then students work on their team to make sure that all team members have mastered the lesson. The formulation of the research problems was: Is there any influence of teaching reading by using STAD towards the students’ reading comprehension at the seventh grade of MTS Putra Putri Lamongan in Academic Year 2015-2016?

The design of the study was quasi-experimental with a non-randomized control group pretest-posttest. The study was conducted at Seventh Grade Student of MTs Putra Putri Lamongan, and the samples were class A as the experimental group and class C as the control group, with 29 students in each group. In collecting the data, two sets of reading test were used as instruments; one of them was used in the pre-test, and the other in the post-test. Both tests, pre-test and post-test, were also used to identify the effect of the treatment on the students’ reading comprehension achievement, and the data analysis was using T test. The result of tests is analyzed using t-test SPSS. The result showed that t-test or t-value is (5.225). Since t-test is higher than t-table (.000), the alternative hypothesis (Hα) is accepted and the null hypothesis (H0) is rejected.

This means that, this revealed that there was enough evidence to reject the null hypotheses; consequently, the alternative hypothesis was accepted. In other word STAD any influence of teaching reading towards the students’ reading comprehension. Thus, it is suggested that the English teachers utilize this method in their teaching reading to improve students' reading comprehension.
ABSTRACT

Sholikhah, Mar’atus. 2016. *The Use Of Simplified Debate To Teach Speaking In English Extracurricular Class In MTs. Tanwirul Ma’arif NU*. Skripsi S1. English Department Faculty of Teacher Training and Education Islamic University of Lamongan.

Supervisor: (1) Haryanto, S.Pd., M.IP (2) Fathurrahman Sueb, S.Pd., M.M

Key Words: Speaking, Simplified Debate, English Extra Curricular (EEC)

Speaking is a crucial part of the foreign language learning and teaching, because it can be used for the student to express their ideas orally in foreign language. Without speaking skill they just keep silent. In order to speak well, they must practice their skill in regularly. Thus, the implementation of Simplified debate to know how does the teacher apply simplified debate in teaching speaking?. This study was carried to describe the teacher implementation of simplified debate and to know what the students learned when simplified debate is used. Based on the reason, the researcher is offer a method simplified debate because simplified debate, it can develop a deeper understanding of the skill ability of students, it can be used in teaching language especially in speaking.

The writer conducts the study on the use of simplified debate to teach speaking in English Extracurricular Class in MTs. Tanwirul Ma’arif NU. The research design used a qualitative method. The instrument that used in this study are observation checklist and interview.

The result from this research the students learn many things. First, they learned to speak in public. Second, they learned to speak English fast. Third, their own sentences. Based on the research the students more active with the implementation of simplified debate.

At the conclusion, the use of simplified debate to teach speaking was a good choice, because this technique could encourage the students to be active in the class. Beside that, from simplified debate technique, the students learn many things, such as learn to speak in public, speak fast, other skills besides speaking, and lastly create their own word. It is suggested that the teacher needed to give feedback to the student in the end of debate section, in order the same mistake didn’t happen in the next meeting. It was recommended to the further researcher to use other debate technique which aimed to make the students to be active.
ABSTRACT

Sekar, Mentari. 2016. Developing Speaking Materials Based On Traditional Javanese Games for the Students of Fun English Club in MAN 2 Gresik. Teacher Training and Education Faculty of English Department: Islamic University of Lamongan.

The research aims at developing speaking materials based on traditional Javanese games for the students of Fun English Club in MAN 2 Gresik. The main purpose of this study is to help the English teachers to create fun activities in teaching English by introducing traditional Javanese games as speaking instructional games to the students.

To reach the purpose of the study, the researcher employed Research and Development method (R&D) and adapted Hylands’ model. There were eight stages applied in the study. They were Needs Survey, Developing Materials, Experts Validation and Revision 1, Try out, Revision 2, Experts Validation and Final Product. The researcher used three instruments to obtain the data such as interview, questionnaires and observation checklist. The obtained data will be classified based on the instrument used. To show the results, the researcher explained them in quantitative and qualitative approach.

After finishing all the stages, the researcher finally provided a handbook for the teachers to teach speaking. The book entitled “Javanese Games for ELT” which comprises of 10 chapters and 26 traditional Javanese games which have been modified in order to be applicable in teaching speaking.

Keywords: Speaking, Games, Traditional Javanese Games, English Club
ABSTRACT


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

Keywords : Free Writing Technique

Considering that tenth G-1 students of MAN BABAT have a low ability in writing a composition in English, So the researcher have idea to teach write by use free writing technique. There are two problems :(1) Can free writing improve the students’ writing skill at the tenth grade school of MAN BABAT? (2) How is the students’ progress achieved by using free writing in learning English writing at MAN BABAT?

This study used classroom action research design. The classroom action research approach was implemented. The researcher with the classroom teacher planned the action, implemented the action, observed the action, and reflected the action.

Meanwhile, there were three methods of collecting data. They are Interview, Observation and Test. The researcher can describe the teaching learning process in writing by use free writing technique that this material was quite good and could make students interested so the explanation and instruction were clear. So the result of the calculations show the result of pre-test 69 is higher and post-test 95 is higher. And the researcher can describe that students’ response is good, in fact more than 50% students, exactly 83% answer that they like to use this media.

Finally, some recommendation for the English teacher and future researchers were offered. For the English teachers are suggested to implement this media in their writing class. And for the future researches, they were expected to conduct the research on other skills, reading, listening and speaking using this media.
ABSTRACT

Rukiatun, 2016. The effectiveness of teaching reading comprehension using small group discussion for the eleventh grade students’ of SMA Muhammadiyah 6 Gresik in the 2015-2016 academic year. Thesis, English Department, Faculty of Teacher Training and Education, Islamic University of Lamongan.

Advisors: 1. Dian Luthfiyati, M.Pd.
2. Drs. H.M. Tsalits Fahami, MM.

Keyword: Small group discussion and reading comprehension.

Teaching reading comprehension is important in teaching learning because some of the benefits of reading are to practice thinking skills, increase understanding and add insight and knowledge. In this study, the researcher tried to use small group discussion as media in teaching reading comprehension. The purpose of this research were to find out whether the using small group discussion effectiveness in teaching reading comprehension for the eleventh grade students’ of SMA Muhammadiyah 6 Gresik in the academic year 2015-2016. Moreover, this presents study want to know measure whether or not there is effectiveness of teaching reading comprehension.

In this research, the writer used pre-experimental design one group (pre-test and post-test). The population was the eleventh grade students of SMA Muhammadiyah 6 Gresik that consist 10 students. The researcher chose this class and took the entire the students to be the ample. The instrument of the study took from test. For collection data, the researcher gave pre-test, treatment and post-test. The test consisted of 10 questions by using essay to know the development students.

Based on the result of test, it is known that the result of t-test is 11.667 and t-table is 2.262 at level significance 0.05 with df 9 from N 10-1 = 9. The score t-test was higher than t-table. It means that there was improvement or significant value before and after giving treatment using small group discussion. Based on the statement, the alternative hypotheses (Ha) is accepted. While, null the hypothesis (Ho) was rejected or refused. So, the use small group discussion to improve students reading comprehension at the eleventh grade of SMA Muhammadiyah 6 Gresik in the 2015-2016 academic year was effective.

Therefore, the writer suggests to the English teacher to be more creative and innovative in using various kinds of interesting teaching media which accompany the materials, so that the students will be more active to learn and they do not get difficulty in reading comprehension. The writer suggest to using small group discussion as method in reading comprehension activities.
ABSTRACT

Sefi Ariyantika. 2016. IMPROVING STUDENTS’ INTEREST AND ENGLISH ACHIEVEMENT BY USING PROBLEM BASED LEARNING AT GRADE ELEVENTH IN SMK KESEHATAN INSAN BHAKTI HUSADA LAMONGAN. Skripsi. English Department Faculty of Teacher Training and Education Program, Lamongan Islamic University (UNISLA). Advisors:

1. M. Nurman, M.Pd.
2. Drs. Syarif Hidayatullah.

Key words; Problem based learning, Students’ interest, vocabulary achievement.

In the teaching of English vocabulary is very important in learning English, the lack of mastery of vocabulary students make in learning achievement is less, therefore the authors have a desire that purpose to improve students' vocabulary and so as to obtain a desired achievement.

With the PBL method the authors hope to increase student interest of vocabulary in the eleventh grade students of SMK Kesehatan Insan Bhakti Husada Lamongan. The purpose of this research to give a clear picture of the results of this method in its application. To achieve the desired results the authors use the concept of classroom action research (CAR) in the implementation and data collection method.

In practice its implementation, to improve the students in terms of mastery of vocabulary and in PBL is interest, scientifically proven that this method is quite effective. During cycle one, two and three studies have been conducted at SMK Kesehatan Insan Bhakti Husada Lamongan with research subject is XI Pharmacy, PBL has achieved better results, although of cycle one and two still less is reached and the finally in the third cycle has found results.

This success can be seen from the result of post test that be held in the end of each cycle. Like what has presented in previous chapter, where the average score of students in first cycle is 46.90 by minimum score is 30, up to 67.38 by minimum score is 50. These positive trends also happen in third cycle where the average students score is 79.5 by minimum score is 70. This not only caused because there are factors that are directed towards it, but also because of the characteristics of PBL, which is based on; teamwork, chairing a group, listening, recording, cooperation, respect for colleagues' views, critical evaluation of literature, self directed learning and presentation skills.

from the result above it can be concluded that PBL experience is a good strategy. The research suggested to implementation the strategy of learning method. However good a method, the good output of students is impossible to be resulted
without be supported by the good quality of teacher. So the upgrading of teacher quality is absolutely needed.
ABSTRACT

Nurul Fadlilah, Shoffy. 2016. Developing Listening Materials for Teaching Listening in Eighth-A grade of MTs. Ma’arif NU Sukodadi. Teacher Training and Education Faculty of English Department: Islamic University of Lamongan. Advisors: (1)Hariyanto, S.Pd., M.IP, (2)Fathurrahman, S.Pd., M.M

Keywords: Listening Materials, Teaching Listening, Eighth grade MTs. Ma’arif NU Sukodadi

The research aims at developing listening materials for teaching listening in eighth grade of MTs. Ma’arif NU Sukodadi. The main purpose of this study is to help the English teachers in teaching listening.

To reach the purpose of the study, the researcher employed Research and Development method (R&D) and adapted Hyland’s model. There were eight stages applied in the study. They were Needs Survey, Developing Materials, Experts Validation and Revision 1, Try out, Revision 2, Experts Validation and Final Product. The researcher used two instruments to obtain the data such as interview and questionnaires. The obtained data will be classified based on the instrument used. To show the results, the researcher explained them in quantitative and qualitative approach.

After finishing all the stages, the researcher finally provided a handbook for the teachers and students. The book entitled “Listening Materials for SMP/MTS VIII-grade 2nd Semester” which comprises of three units and it consists of 10-12 tasks each unit. The researcher also provides a listening CD tape recorder and its script.
ABSTRACT

Wulandari Sri, 061210040, 2016. An error analysis in thesis “The Use of Animation Pictures to Improve the Descriptive Text Writing Ability of the Seventh year Students of SMP N 2 Deket” was released on December 2010 and compiled by Hadi sasmito. Advisors: (1) Mohammad Faisal Mubarok, M.Pd. (2) Diah Astuty, M.Pd

Key Term: Error Analysis, Writing.

This study purposes to find out the most type of common errors made by thesis “The Use of Animation Pictures to Improve the Descriptive Text Writing Ability of the Seventh year Students of SMP N 2 Deket” was released on December 2010 and compiled by Hadi sasmito. The error involves the existing errors in the thesis. Based on these objectives the authors formulate the problem as follows: 1. What kinds of error in thesis “The use of animation pictures to improve the descriptive text writing ability of the seventh year students of SMP N 2 Deket By Hadi sasmito”. 2. Error anything that have appeared on the thesis “The use of animation pictures to improve the descriptive text writing abilities of the seventh year students of SMP N 2 Near By Hadi sasmito”.

To analyze the error in the author uses qualitative analysis to describe the shape of error made by thesis “The Use of Animation Pictures to Improve the Descriptive Text Writing Ability of the Seventh year Students of SMP N 2 Deket” was released on December 2010 and compiled by Hadi sasmito. For the instrument the researcher used human as instrument.

From the result of the study, that showed the researcher found that the highest level of error in omission, the number of error is 12 items (33,3)% , the second place is error addition with the number of error 7 items (19,4)% , the third place is error misordering with the number error is 13 items (36,1)% , and the last is error misformation with the number of error is 4 items (11,1)%.
ABSTRACT

Nisa, Tri Wahyu Rohmatin. 2016. Skripsi: *Phonological Error on Students’ Pronunciation in Fourth Semester at Islamic University of Lamongan (Error Analysis)*. Islamic University of Lamongan, The Faculty of Teacher Training and Education, The English Department. Advisor I M. Nurman, M.Pd, Advisor II Husen, S. Ag, M.Pd

**Keywords: phonology, pronunciation**

In the process of learning English as a foreign language, many learners face difficulties and produce some errors especially in pronouncing English. In this study, the writer was interested to analyze the phonological errors made by fourth semester students of Study Program of English Islamic University of Lamongan. Hence, the main focus of this study was the kinds of error that occur in English articulation of student and also what the reason that causing of that occur. From this research, the writer was able to find: first, kinds of error that conducted by the fourth semester students; and second, possible factors that influence their error. In answering the first research problem, the writer used phonemic transcription in Cambridge English Pronouncing Dictionary as the guidance to answer the problems.

The present research, the researcher conduct qualitative method and case study as the research design, so that include collecting of the data, classification of the data, identifyfication of the data and analyze of the data. In collecting data, the researcher beforehand record the students’ activity in the class to retelling about their experience in Bali, and then transcription and make a not of all the utterence of fourth semester students’ in English Department, and then the researcher put down their error in a phonemic.

The results show that there are many error that occur in these class, which and that caused of several factors they are intererence from first language to second language, instructions, and slip of the tongue. Based on the result of this study Based on these results, it can be concluded that the second semester students have not mastered the pronunciation of English language yet because most of them are still influenced by their first language pronunciation system. Finally, the writer suggests the future researchers conduct further research in spoken language since the number of this kind of research is limited. They could continue this study and find more information of students’ weakness in pronouncing English words.
ABSTRACT


English Departement Faculty of Teacher Training and Education Islamic University of Lamongan.

Advisors: (1) Mohammad Faizal Mubarok, M.Pd, (2) Diah Astuty, M.Pd

Keywords: Make a Match, Narrative Text, Reading.

Reading is a crucial part of the foreign language learning and teaching, because it can be used for the student to express their ideas orally in foreign language. Without Reading skill they will just keep silent. In order to Read well, they must practice their skill in everyday live. Therefore, the teacher should give students opportunity to practice their reading skill by giving some more example or activities that put them into the real practice communication. Based on the reason, the researcher is trying to make a match because make a match, it can develop a deeper understanding of the subject matter and increased problem-solving skills aids, it can be used in teaching language especially on reading. So the research problems in this research are: Is there any effectiveness of teaching reading by employing make a match method towards the students’ reading skill at the seventh grade of MTs. Al-Azhar Glagah Lamongan 2015/2016 academic year?

The objective of this research entitled "THE EFFECTIVENESS OF EMPLOYING MAKE A MATCH TOWARDS THE STUDENTS’ READING SKILL AT SEVENTH GRADE STUDENTS’ OF MTs AL-AZHAR GLAGAH LAMONGAN IN THE ACADEMIC YEAR OF 2015/2016" Method (Pre-Experimental Study to the seventh Grade Student of MTs Al-Azhar Glagah) was to find out whether or not Teaching Reading Using Make a Match Method was effective to improve the students’ reading comprehension ability. In this researcher the writer used one group pre-test and post-test, design quantitative research method. The instruments of the reasercher were pre-test and post-test. The pre-test was given to find out the ability of the students at the beginning before the treatment, and the post-test was given to find out the ability of the students after they were given treatment. The population of the reasercher was 22 of the seventh grade students of MTs Al-Azhar Glagah Lamongan in academic year 2015/2016. The sample of the reasercher was entire population. The data of this research were collected by giving the students pre-test and post-test. The collected data were analyzed by using t-test formula. The results of this reasercher showed that: the mean score of pre-test was 63. The mean score of posttest was 80. The tobserved was 4,25. The table with df 21 and significance level at 0,05 (5%) was 1,785. Based on the data analysis above, the alternative hypothesis of this reasercher was accepted because the $t_{obs}$ was higher than the $t_{table}$ (2,45 > 1,785). It also means that Teaching Reading Comprehension Using Make a match Method (Pre-Experimental Study to the seventh Grade
Student of MTs Al-Azhar Glagah Lamongan) was effective to improve the students’ reading ability.
ABSTRACT

Fathoni, Ahmad. 2016. 061210044. The Effectiveness of Teaching Reading by Using Small Group Discussion towards the Students’ Reading Comprehension at the 8th Grade of MTs TerpaduRoudlotul Quran in the Academic Year of 2015/2016. Skripsi. English Department. Faculty of Teacher Training and Education. Lamongan Islamic University.

Advisors: (1) M. FAIZAL MUBAROK, M. Pd. 
(2) RIRYN FATMAWATY, M.Pd.

Keywords: Reading Comprehension, and Small Group Discussion

Reading is the road to knowledge and not just reading aloud, but it is needed the skill that called comprehend the meaning and contents of the text. The students have to comprehend what they read and what the text talking about. Considering the importance of reading comprehension, the teacher must improve the teaching reading comprehension by using an appropriate method and strategy or technique. One of them is by using Small Group Discussion teaching technique. In a small group discussion, the students require time to get their ideas together, the time letting them share and discuss what they have prepared, and the more-experienced students can often explain things in a more understandable way than someone like yourself who has probably 'known them for a long time.' The purpose of this study is to measure the effectiveness of teaching reading by using Small Group Discussion towards the students’ reading comprehension at the 8th grade of MTsTerpaduRoudlotul Quran Lamongan in the academic year of 2015/2016.

The researcher uses Quasi-experimental design. The population of the study is the students at the 8th grade of MTs TerpaduRoudlotul Quran in the academic year of 2015/2016. The sample of the study is the students at the VIII A and VIII B class. VIII A consists of 14 students as the experimental group and VIII B consists of 24 students as the control group. The researcher uses Test as the data collection technique in this study.

The result of the study was the students of experimental class got the post test score average was 70 and the students of control group got the post test score average was 61.25. It showed that the result of post test score on experimental class was higher than the control class. The value of t-test was 3.16 where \( \alpha = 0.01 \), and df = 36 (N-2). The result of the calculation showed that t-test was higher than t-table. So the alternative hypothesis was accepted and the null hypothesis was rejected. The researcher concluded that Small Group Discussion was effective strategy to improve and enhance the students’ reading comprehension comprehension at the 8th grade of MTs TerpaduRoudlotul Quran in the academic year of 2015/2016.

Finally, the researcher suggests to the teacher that small Group Discussion may become alternative media in teaching reading comprehension. Using Small
Group Discussion to teach reading comprehension is a good innovation. It can stimulate the students’ interest in accompanying the teaching and learning process.
ABSTRACT

Mu’asshomah, Azimatul. 2016. The Effectiveness of Using Mind Mapping Technique in the Ability of Students’ Reading Comprehension of Narrative Text at the Eighth Grade Students of SMP Negeri 1 Deket. Skripsi, English Education Department, Teacher Training and Education Faculty, Lamongan Islamic University.

Advisors: (1) Dian Luthfiyati, M.Pd. (II) Drs. H. M. Tsalits Fahami, MM.

Key Words: Mind Mapping Technique, Reading Comprehension, Narrative Text.

Mind mapping are the one of many method in teaching especially in teaching of reading. By reading the students’ will be able to add information and its very essential to improve the four language skill, but in the fact they will many problem about that. Most of the students are of the content reading text.

The aim in this research is to know the students’ reading achievement becomes more understand about reading, besides that the aim also to know the effectiveness of using mind mapping in the ability of students’ reading comprehension achievement, especially for narrative text.

In this research, researcher use quantitative method. The one of types of quantitative method is experimental research, so the researcher uses that. The researcher takes place of the research in SMP Negeri 1 Deket. The population of the students, researcher take all of eight class, there are 241 students and the sample of the students, researcher take two classes are VIII D and VIII E which were assigned as experimental group (N=24) class D and control group (N=24) class E. The data were collected through pre-test, post-test, observation checklist, and questionnaire. The data of students analyzed by manual and SPSS 16.0.

The result of the research showed that the mind mapping technique is effective to use in teaching reading comprehension of narrative text. Gained score of the experimental class (25,833) is higher than the controlled class (20,75). From the result of statistic calculation, it is obtained that the value of t-observation (t_o) is 2,672 and degree of freedom (df) is 46. In the table significance 5%, the value of degree of significance is 1,684. Comparing those values, the result is 2,672>1,684 which means t-observation (t_o) score is higher than t-table (t_t) score. In other word, the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_0) is rejected. Therefore, teaching reading comprehension of narrative text by using mind mapping technique is effective.
ABSTRACT

Antasari, Diana, A. R. 2016. *The Effectiveness of Clustering Technique towards the Students’ Ability in Writing Recount Text at the Eighth Grade of SMP Negeri 1 Kembangbahu*, Skripsi, English Department, Faculty of Teacher Training and Education, Lamongan Islamic University.

Advisors (I) : Dian Luthfiyati, M.Pd.
(II) : Drs. H. M. Tsalits Fahami, MM.

Key words : clustering technique, writing recount text.

Writing is an instrument to communicate with others to express the ideas of the human mind. Writing is a crucial skill of language learning. There are some problems in writing process of the students in SMP Negeri 1 Kembangbahu. Therefore, the objectives of the study are to measure the effectiveness of using clustering technique as the technique in teaching writing recount text and to know the students’ responses towards the use of clustering technique for teaching writing recount text.

The research design of the study uses quasi-experimental design. The population of the study is the eighth grade of SMP Negeri 1 Kembangbahu in 2015-2016 academic year. The researcher uses two classes as sample of the study (experiment and control groups). The research instruments are test and interview. The test consists of pre-test and post-test. The interview uses guided interview to ask the students one by one.

The result of the test is analyzed using t-test SPSS. The result shows that the t-value is (2.488). The t-value is higher than t-table (1.682). The researcher can also see the significance of probability value (F) 0.017 is lower than 0.05 (reality level 5%). It means that Hₐ which states “the students taught by using clustering technique have better writing ability of recount text than those taught by using non-clustering technique” is accepted. Whereas, H₀ which states “the students taught by using clustering technique do not have better writing ability of recount text than those taught by using non-clustering technique” is rejected. The interview about the students’ responses of clustering technique in teaching writing recount text shows good responses of the students.

Based on the result of the study, the researcher concludes that clustering technique is effective to be used in teaching learning process, especially in writing recount text. Clustering technique proves to be effective to improve the students’ ability in writing recount text and makes the students more creative.
ABSTRACT

Rakhmawati, Elly. 2016. The Influence of Cooperative Integrated Reading Composition (CIRC) towards the Students’ Reading Comprehension at the Eight Grade of SMPN 2 Deket in the 2015/2016 Academic Year. Skripsi, English Department, Faculty of Teacher Training and Education, Islamic University of Lamongan. Advisor I: Madekhan, S.Pd., M.Si Advisor II: Abdullah Farih, M.Pd.

Keywords: cooperative integrated reading composition (CIRC), reading comprehension

Cooperative Integrated Reading Composition (CIRC) technique is the learning technique based on cooperation, is designed to develop reading, writing and other language skills in the upper grades of primary education. CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques. The research problem in this research is: Does the student taught through Cooperative Integrated Reading Composition (CIRC) have better reading comprehension than those by non Cooperative Integrated Reading Composition (CIRC) at the eight grade students of SMPN 2 Deket in the 2015/2016 academic year? And the research objective of this research is: To measure the influence of Cooperative Integrated Reading Composition (CIRC) in teaching reading at the eight grade of SMPN 2 Deket in the 2015/2016 academic year towards the students’ reading comprehension.

The method used in this study was experimental research. The experimental design applied in this study was quasi experimental design. The subject of this research is all students at the eight grade of SMPN 2 Deket in the academic year 2015/2016. This research had two groups as sample of the study, those were experimental and control group. Students of experimental group were taught by using CIRC, while the control group was taught by conventional method. The data of this research are collected through test (pre-test and post-test). To analyze the data of pre-test and post-test, the researcher used t-test formula by using statistical analysis.

The result of the study showed that there was improvement of the students’ reading comprehension by using Cooperative Integrated Reading Composition (CIRC) in post-test. The finding of the study related to the test, pre-test and post-test. The mean score of pre-test from the experimental class was 57,6 and the control class was 47. The mean score of post-test from experimental class was 82,6 and the control group was 52,8. Unfortunately, based on the data analysis from t-test showed that t count (0,06) was lower than t-table (1,667). It means that Cooperative Integrated Reading Composition (CIRC) was no influence in the students’ reading comprehension. So, the null hypothesis (H0) that stated “There is no influence of cooperative integrated reading composition (CIRC) in teaching
reading at the eight grade of SMPN 2 Deket in the 2015/2016 academic year towards the students’ reading comprehension” is accepted and alternative hypothesis that stated “There is any influences of cooperative integrated reading composition (CIRC) in teaching reading at the eight grade of SMPN 2 Deket in the 2015/2016 academic year towards the students’ reading comprehension” is refused.
Abstract


Advisors: (1) R. Chusnu Yuli Setyo, M.Pd. (2) Riryn Fatmawaty, M.Pd.

Keywords: Morphology, Compound word, GlobeAsia magazine.

Morphology is a branch of linguistics. It is an important part of language. In morphology, there are many studies of word formation. One of them is about compounding. Compound word is the combination of two words which produce new meaning. Plag (2002:170) says that compounding or composition is rather loosely as “the combination of two words to form a new word”. The examples of compound words in daily life are online, take off, lipstick, lifestyle, and still many others. Some interpret them word by word. Whereas they should be interpreted by compound rules. The researcher does the research about morphological study on English compound words in order to learn compound words deeply. The research questions in this skripsi are: (1) What types of compound words are found in GlobeAsia magazine on May 2015 edition? (2) What types of compound words are dominant on GlobeAsia magazine on May 2015 edition?

In this research, the researcher uses a qualitative approach by document analysis technique. The result is description in form of text. The object of this study is GlobeAsia magazine on May 2015 edition. In the process of data analysis, the researcher firstly collects the compound words in the GlobeAsia magazine. After that, the compound words are grouped into syntactic patterns based on Brinton’s theory and grouped into lexeme standing based on Lieber’s theory. Some compound words may be reduced because of the same data finding. Then, they are analyzed into the syntactic pattern and lexeme standing. Furthermore, they are presented into data findings and discussion, and the last, they are concluded by their types and the most dominant compound word in GlobeAsia magazine.

The results of the research are (1) there are three types of compound words according the syntactic patterns found in GlobeAsia magazine. Those are compound noun, compound verb, and compound adjective. While according to the lexeme standing, there are root and synthetic compound, and (2) compound verb is the dominant compound found in GlobeAsia magazine on May 2015 edition. Whereas from the lexeme standing, the root compound is the most dominant.
ABSTRACT

Afwa, Farihal, 2016. An Analysis of Word Formation Process on Terrorism News in BBC News Online. Skripsi. English Department Faculty of Teacher Training and Education Lamongan Islamic University. Advisor (1) R. Chusnu Yuli Setyo, M.Pd (2). Riryn Fatmawaty, M.Pd

Key Word: Word Formation, Terrorism, BBC News.

Communication is an important part of life, almost every minute we use language to communicate each other. Also in the life of this modern era, a lot of new things discovered and needed a word to called or renamed. Then word formation need to learn to be able to communicate and understand the news in English.

In this study the researcher has three questions of the research, those are: (1) What kinds of word formation about terrorism are found in BBC News Online? (2) How is the process of word formation found in BBC News online?, and (3) What are the meaning of word formation found in BBC News online? Then this study has purpose to identify word formation commonly used in BBC News Online, to know the process of word formation is formed, and know the meaning of word formation. Furthermore, this study hopefully gives contribution to the world of education as a reference in learning English, specifically in the material of word formation.

The appropriate research design is descriptive approach, then the researcher used a textual analysis design to analyze news articles, and data collection technique by observation. Those articles as the source of data which are about terrorism in BBC News Online. Some steps in analyzing the data are to collect data then reducing the data, representing the data, analyze the data and drawing conclusion.

Based on the results showed 1) The type of word formation are found in a terrorism news on BBC News online are a compound, coinage, acronym, derivation, prefix, and suffix. 2) The process of formation of word formation found in BBC News is as the process of word formation in general. 3) The meaning of the word of word formation found in BBC News is diverse. The meaning is adjust to the context of the sentence to delivery the information.
ABSTRACT

Andriyani, Fransiska. 2016. The Effect of Contextual Teaching and Learning (CTL) Approach towards the Students’ Ability in Writing Descriptive Text at the Seventh Grade of MTs. Muhammadiyah 29 Gedangan. Skripsi, English Education Department, Teacher Training and Education Faculty, Lamongan Islamic University.

Advisors : (I) Dian Luthfiyati, M.Pd . (II) Drs. H.M. Tsalits Fahami, MM.

Key Words : Contextual Teaching and Learning (CTL), writing, descriptive text

Writing is one of the four basic skills that should be mastered by the students. Based on the researcher’s observation with the English teacher, the students of MTs. M 29 Gedangan have difficulties to write a text well. It is because they have less motivation, difficulty to build and develop their ideas, and confusion in determining the generic structure of the text. Therefore, the researcher wants to measure the effect of Contextual Teaching and Learning (CTL) approach towards the students’ ability in writing descriptive text and to know the students’ responses towards the use of Contextual Teaching and Learning (CTL) approach as teaching method of writing descriptive text at the seventh grade students of MTs. Muhammadiyah 29 Gedangan in academic year 2015-2016.

To find out all the data in the study, the researcher used pre-experimental design. The data were analyzed using dependent t-test. The researcher used design 1: one group pre-test and post-test. The sample of the study consists of 12 students. The techniques of collecting data are test and interview.

The result showed that t_value is -10.691 and df (degree of freedom) is 11. The researcher used the degree of significance 0.01/2 = 0.005. In the table of significance, it can be seen on the df 11 and on the degree of significance 0.005 (t-table 3.105). If t_value is compared to the t-table of the degree of significance, the result is t = -10.691 < 3.105. It means that there is significance improvement of the students’ writing skill in descriptive text through contextual teaching and learning. However, in the study the researcher used two tailed test that compared the value of pre-test and post-test. It is said as two tailed test, because t-table is divided in two area (negative and positive) and put it on the right and left. After analyzing the result of t-test, the researcher used the degree of significance of 0.01/2 = 0.005, t-table = 3.105, and the researcher concludes that H_a is rejected and H_o is accepted, because the result of t_value = -10.691 located in the area rejected of H_o, thus H_o is rejected and H_a is accepted. Moreover, the result of the data analysis from interview indicated that almost all the students responded positively towards the application of CTL since it effectively improved their writing in descriptive text.

Finally, the researcher recommends that Contextual teaching and Learning (CTL) is effective used in teaching learning process, especially in learning writing. Contextual Teaching and Learning (CTL) strategy proves to be effective in improving the students’ writing ability and makes the students more motivated.
InayatusSholihah, in 2016, 061210056. The Effectiveness of Jigsaw Technique to Improve Reading Comprehension in Descriptive Text for Seventh Grade of SMP Negeri 1 Deket Academic Year 2015/2016. Skripsi. English Education Department, Teacher Training and Education Faculty, Lamongan Islamic University. Advisor (1) Madekhan, S.Pd,M.Si. (2) Drs.Rusjdan,M.Pd.

Key words: Jigsaw Technique, Reading Comprehension, Descriptive text

Learning reading is very important for the students due to it became one of crucial language components in learning English. Therefore, people will and always learn English both as foreign or second language. The purposes of this study are to measure the effectiveness of using Jigsaw Technique in teaching reading. The objective of this study is to find whether there is any significant difference in learning achievement of reading comprehension between the students who are taught by using Jigsaw Technique and those who are taught by using non-Jigsaw Technique.

In this research, the researcher uses quasi-experimental design. The research instruments used are tests and observation. It is used by the researcher to collect the data. The researcher plans the activity in classroom by creating a lesson plan, observation, pre-test, post-test, implementing the activity. The population of the research is seventh graders of SMPN 1 Deket in the academic year of 2015/2016. The number of the population is 255 students divided into seven classes. The researcher uses two classes, 7B for the experimental group and 7A for the control group. The experimental group is taught by using jigsaw technique and the control group is taught by using non-jigsaw technique.

The result of the test is analyzed using t-Test. The result showed the t-test or t-value is (79.32). Since t-test is higher than t-table (2.021). So the alternative hypothesis (H1) is accepted. It means that the students who are taught by using Jigsaw Technique have better reading comprehension than those who are taught by using non-Jigsaw technique. And the null hypothesis (H0) is rejected. It means that the students who are taught by using Jigsaw Technique do not have better reading comprehension than those who are taught by using non-Jigsaw Technique.

Finally, the researcher recommends that Jigsaw Technique is effective used in teaching learning process, especially in learning reading. Jigsaw Technique proven effectively improves the students’ reading comprehension and makes the students more motivated. Then, the researcher suggests the teacher to use jigsaw technique in teaching reading comprehension to improve the students’ motivation to learn more about reading comprehension.
The Effectiveness of Using video to the Students’ Ability in Writing Procedure Text at the Eighth Grade Students of Mts. Bahrul Ulum Blawi in Academic Year 2015-2016.

Key words: Writing, Procedure Text, and Video.

Writing is one of the language skills that is very important for students in English learning, because writing makes special contribution to the way students think and learn. In English language, there are four skills which have to be mastered by the students in learning English. The skill consists of listening, speaking, reading and writing. Among the four skills, writing is the most difficult skill to be learned by the students. Because it needs hard thinking to produce words, sentences and paragraph at the same time. For those reasons, the writer using video as media to help students in writing procedure text. Therefore, the writer conducted the research with the problems of the study: 1) is there any effect of using video to the students’ ability in writing procedure text at the eighth grade students of MTs. Bahrul Ulum Blawi?

The research design used in this research is pre-experimental. The subject in this study is all of the eight grade students of MTs.Bahrul Ulum Blawi. The number of the population is 25 students. The data collection techniques used is test. The data from test was analyzed statistically by using t-test to find the significance of mean difference of the result of pre-test and post-test with the formula by Collidge.

The result of data analysis shows that t-test of the value of statistical calculation is 9.585. This score is higher than t-table, with level of significance level 0,05 are 2.064 for df 24. This means that there is effectiveness. So it can be said that using video is effective for the students’ ability in writing procedure text at the eighth grade students of Mts.Bahrul Ulum in academic year 2015-2016.

Therefore, the writer suggests to the english teacher to be more creative and innovative in using various kinds of interesting teaching media which accompany the materials, so that the students will be more active to learn and they do not get difficulty in writing. The writer suggest to using video as media in writing activities.
ABSTRACT

RAHMAWATI, KHOLIF. 2012: “The Effectiveness of Teaching Vocabulary by Employing Semantic Mapping Toward The Students’ Vocabulary Mastery of Descriptive Text at The Seventh Grade Students of SMP N 3 Sugio in 2015/2016 academic year”
S-1 Skripsi. English Department Faculty of Teacher Training and Education Lamongan Islamic University (UNISLA)
Advisor: (1). M. Faizal Mubarok, M.Pd (2). Riryn Fatmawaty, M.Pd.

Keywords: Vocabulary, Semantic mapping.

Based on the observation held by the researcher when doing the teaching practice or PPL program on October until December 2015 in SMP N 3 Sugio, the researcher found that students were not aware to increase their vocabulary mastery and they were easily bored with conventional method or traditional method. Besides, teacher usually uses same techniques in teaching for all genres of text, but actually each genre of the text has different structure and characteristic. Therefore, the researcher attracted to employ the semantic mapping in teaching vocabulary toward students’ vocabulary mastery of descriptive at the seventh grade students of SMP N 3 Sugio in the 2015/2016 academic year. This research aims at measuring the effectiveness of teaching vocabulary by employing semantic mapping toward the students’ vocabulary mastery of descriptive text.

Semantic mapping serves graphic presentation that illustrates the interaction between words or phrase and ideas. It can be concluded that semantic mapping help students can memorize and recall the words better, retain for meaning of the word for a long time and improving the students’ background knowledge.

The researcher used quasi experimental design because it is not possible for the researcher assign the subjects randomly because in a typical school situation, schedules cannot be disrupted nor classes. In the research, the researcher used Non randomized Control Group, Pretest-Posttest Design. The pre-test intended to see how students’ vocabulary mastery, while the post-test was administered to measure the effectiveness of semantic mapping toward students’ vocabulary mastery of descriptive text.

By looking at the result of test analysis, t-value 6.065 is higher than t-table 1.671 at level of significance 0.05 with df 60. It means that there is effect or significant value of the strategy. Moreover, the alternative hypothesis is accepted and statistical hypothesis is rejected. Based on the findings previously, the researcher gives some suggestions; (1) the students have to be more active in teaching and learning process. (2) The teachers have to be able to motivate the students’ interest by implementing non-conventional methods. (3) The other researchers have to develop the strategy of Semantic Mapping in the future because this strategy still has the disadvantages. The development aims to make the strategy better.
ABSTRACT

Hidayah, Lailatul. 2016. 061210063. The Effectiveness of Teaching Reading through Listen-Read-Discuss (L-R-D) towards the Students’ Reading Comprehension at the 8th Grade of SMPN 5 Lamongan in the Academic Year of 2015/2016. Skripsi. English Department, Faculty of Teacher Training and Education, Islamic University of Lamongan.

Advisors : (1) MOHAMMAD FAIZAL MUBAROK, M.Pd.
(2) RIRYN FATMAWATY, M.Pd.

Keywords : Listen-Read-Discuss (LRD) Strategy, and Reading Comprehension

In the study, LRD is a strategy designed for learning reading comprehension. Students gain sustenance from step Listen before reading, so that when the students read, they became easier to get ideas and facts about the text. Students are also encouraged to compare the findings with other students in a discussion forum. The advantages of this strategy, students are designed more active because it gives students the chance to develop themselves, in addition students are also expected to work together to solve problems. The study was aimed to measure the effectiveness of Listen-Read-Discuss (L-R-D) strategy in teaching reading towards the students’ reading comprehension at the 8th grade of SMPN 5 Lamongan in the academic year of 2015/2016.

In the study, the researcher used Quasi-experimental design. The population of the study was all of the students at the 8th grade of SMPN 5 Lamongan in the academic year of 2015/2016. The sample of the study was VIII B and VIII F. VIII B as the control group and VIII F as the experimental group. The total of sample of the study was 47 students.

The result of the study showed the result of t-test was 5.37 with the t-table 2.689 where $\alpha = 0.01$, and df $= 45$ (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 LRD strategy was effective to increase the students’ reading comprehension at the 8th grade of SMPN 5 Lamongan in the academic year of 2015/2016.

Based on the research finding above, the researcher suggested that the teachers should use an innovative and interesting strategy in teaching English especially reading comprehension, one of the strategies was LRD because the study proved that LRD strategy was effective in increase the students’ reading comprehension.
Musa’adah, Lailatul, 2016. Analysis of Code Switching in English Speaking Class of English Education Department of Lamongan Islamic University in Academic Year 2015/2016. Skripsi. English Education Department, Teacher Training and Education Faculty, Islamic University of Lamongan. Advisor (1) Madekhan, S.Pd., M.Si., (2) Fathurrahman, S.Pd., MM.

Key words: code switching, speaking class

Language is a means of communication between individuals to other individuals. In Indonesia, first language Indonesian or Javanese has very important functions, especially in mastering to communicate. The students choose the suitable language to communicate with others. It means that in mastering of English, the students use different languages or codes. This phenomenon is known as code switching.

This research aims to analyze the types code switching used by the lecturer and the students. The lecturer here is the lecturer of English speaking class A in academic year 2015/2016. The students here are the students who in fourth semester of English speaking class A in academic year 2015/2016. Identifying and then describing the types of code switching based on Schendl and Wright (2011:69) and the factors of code switching suggested by Hoffman and Saville Troike in Retnawati and Mujiyanto (2015:33).

This skripsi is descriptive qualitative research. The data are words, phrases, and sentence of code switching that occur in English speaking class of English Education Department of Islamic University of Lamongan in Academic Year 2015/2016. It’s in form of transcript from recording the conversation. The data source of this research is the conversation in English speaking class in the fourth semester of class A.

The result showed that the types of code switching used by the lecturer and the students are relatively same. They are intrasentential code switching and intersentential code switching. The most dominant types of code switching is intrasentential code switching as much as 14 data from 21 data. The findings also showed the factors of code switching in their performances are different. There are ten factors of code switching, but the researcher finds five factors in this research. They are real lexical need of 10 data, then intention to clarify the speech content as much of 9 data, interjection of 2 data, repetition of 2 data, and talking about a particular topic of 1 data.

Based on the result above, researcher suggests that the students should be able to develop their communication using English correctly without any switching from another language such as Indonesian or Javanese, because they have got exposure during teaching and learning process.
ABSTRACT
Maslahah, Lailil. 2016. The Effectiveness of Snowball Throwing Game Towards the Students’ Vocabulary Mastery at The Seventh Grade of Smp Negeri 1 Kembangbahu in The Academic Years 2015/2016. Skripsi. English Departement. Faculty of Teacher Training and Education, Islamic University Lamongan.
Advisors (I) : Faizal Mubarok, M. Pd
(II): Diah Astuty, M.Pd

Key words : Snowball throwing, game, vocabulary

In Indonesia, English has an important role in society and education. Based on the competency based curriculum, the teacher of English is emphasized on the four language skills: reading, listening, speaking, and writing. But before being able to master those skills, the students should be able to master vocabulary, because it is the most important one. The importance of vocabulary for students is to have ability of practical English, so students have confidence to face globalization era.

The researcher diagnosed some factors, which caused the low achievement in English subject. They are low vocabulary and uninteresting game. Therefore it was needed to find a new game, which an effective way in teaching English especially in teaching vocabulary. The researcher tries to use Snowball throwing game in teaching vocabulary to make a warm and interesting atmosphere in the classroom. The problem statement of the study is “Do the students taught by using Snowball Throwing Game have better vocabulary mastery than those taught without used Snowball Throwing Game?”. The objective of this study is to measure the effectiveness of using snowball throwing game towards students’ vocabulary mastery at the seventh grade students of SMP Negeri 1 Kembangbahu in the academic years 2015-2016.

In this research, the researcher used quasi-experimental design. The data collection of this research was the student’s score from test. The scores were got from the pre test and post test. The population of research is seventh graders of SMP Negeri 1 Kembangbahu in academic year of 2015/ 2016. The number of population is 198 students divided into nine classes, each class is 22. The researcher uses two classes, 7B for experimental group and 7D for the control group. The experimental group is taught by using Snowball Throwing game technique and the control group is taught without using Snowball Throwing game.

The result of the test is analyzed using t-test SPSS. The result showed t-test or t-value is (2.849) is higher than t-table (1.681). So the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that the students who are taught by using Snowball Throwing game have better vocabulary than those who are taught without using Snowball Throwing game.

Finally, the researcher concludes that Snowball Throwing game is effective used in teaching learning process, especially in learning vocabulary. Snowball Throwing game proves to be effectively improve the students’ vocabulary mastery. Then, the researcher suggest the teacher to use Snowball Throwing game as the technique in teaching vocabulary.
ABSTRACT

Fatmawati, Laily, 2016. NIM:061210066 The Effectiveness Of Using Daily Notes To improve The Recount Text Students’ Writing Ability Of The Eighth Grade Students at MTs Putra- Putri Simo in the academic year 2015/2016. Skripsi, English Department Faculty of Teacher Training and Education. Lamongan Islamic University.

Advisors: (1) MOHAMMAD FAIZAL MUBAROK, M.Pd. (2) RIRYN FATMAWATI, M.Pd.

Key-words: Writing, Daily Notes

This research is a quasi experimental study and conducted at MTs putra-putri Simo which aims to know whether any significant difference of the daily notes in English learning can improve students’ writing ability. Daily notes used in this research is a learning teaching media. The study was conducted on the subject of recount text writing, which is given to eighth grade students in MTs putra-putri Simo in academic year 2015/2016.

The study was conducted on students of two classes who have equal ability with different learning approaches. The samples are grade VIII of A and C class. The first class (experimental group) was given through a daily notes learning media. The second class (control group) is the class that gain control of conventional learning. Test is given twice the pre test and post test. The instrument that is used in this study is writing 100 words to be good paragraphs of recount text. The analysis is done by the formula from Fraenkel namely T-test in order to know the significance of the results after treatment.

After the researcher analyzes the result of the test, the researcher finds the result of the improvement of students’ writing ability. In pre test of experimental group, the students’ mean value is 57,68, while in control group is 56,79. After the students of experimental group gets treatment, the students’ mean value is 77,5, while in control group is 60,00. The result of data analysis using T-test is 10,602. It is higher than T-table 2.395 at level of significance 0,01 by d.f 56. Then Ha is accepted. In other words Daily notes aided learning teaching process of writing.

Finally the researcher suggests to all of English teachers should try to use this media to improve their students’ learning achievement on writing skill exactly recount text. The English teachers must give chance to the students to write their experience on their daily note to make the English teaching learning success.
ABSTRACT

Hidayat, Muhammad Saifuddin. 2016. *An Analysis of the Meaning in Outdoor Advertisement of Billboard Found in Lamongan*. Skripsi, English Department, Faculty of Teacher Training and Education, Lamongan Islamic University.

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

Keywords: semantics, advertisement, billboard.

The researcher found many forms of advertisement, and most of them use English. They are used words, phrases and sentences. The advertising makers compete to make interest for their advertisement. They are used unique words, till give the unique pictures and videos. Starting from a word until the sentence is used on the advertising. Several words that used on advertising are familiar for people, but not all of people familiar with them, included the researcher. Many people consume the product, but do not know the meaning. They only buy and use it, because they are just interesting with the advertisement, and they do not care to know the word meaning. The purposes of the research were to describe the meaning of words used in outdoor advertisement at Lamongan and to describe the most of semantic subfield used in Outdoor Advertisement at Lamongan.

This research applied descriptive qualitative. Design in this research, the researcher uses descriptive method in order to analyze the possible meaning of word in outdoor advertisement. This research is conducted by collecting, analyzing the data and drawing some conclusions. The data in this research is word meaning on billboard advertisement found in Lamongan.

The result of the research showed: first, there are the data English advertisements found by the researcher. The meanings are: a) Wimcycle; the bicycle is made by “Wijaya Indah Makmur” as its company, b) Platinum; very valuable grayish white metal, used for jewelry, c) LG; if there is one buy LG product, he will get a good life, d) Bone; the store is offer the thing that make the bone feel comfort, e) No Drop; waterproof product to cover the surface of roof, wall, f) Sun Power; the ceramic is a bright like the power of sun, g) Glory Motor; this repair shop can exist every year, h) Glory Bakery; this store of bread can exist every year, i) Thinner a Special; a thinner that very special. Second, the phrasal or sentential meaning is the most used in outdoor advertisement.

The suggestions were given to the English teachers/lecturers; they can use the result of this research to give more information about semantic subfields and lexical relations in outdoor advertisement in Lamongan. For the further researchers, they can give them more information about word meaning. So, there is no misunderstanding about word meaning on billboard advertisement found in Lamongan.
ABSTRACT

Mahmudah, Mas Iin Inayatul. 2016. *The Correlation Of Simple Present Mastery And The Ability Of Writing Descriptive Text Of The Eight Grade Student Of Mts Putra–Putri Simo*. Skripsi. English Department. Faculty of Teacher Training and Education, Islamic University of Lamongan

Advisor: (I) Madekhan, S.Pd., M.Si
(II) Abdullah Farhih, M.Pd

Key Words: The Correlation, Simple Present Mastery, Writing Descriptive text ability

The purpose of this study was to examine the Correlation Simple present Mastery of ability in Writing Descriptive text. The objective of this study was to find correlation in learning achievement of writing skill between Simple Present Mastery.

In this research, the research use the quantitative design, it is used to know how the correlation of writing ability of descriptive text and simple present mastery.

The analysis of data is taken from the result of Simple Present Mastery test and Writing Descriptive Text test by using formula, and then the researcher analyzes both data from Simple Present Tense and writing descriptive text using person product moment to test that there is correlation Simple Present Mastery and Writing Descriptive text ability.

The conclusion of research shows that the score of Simple Present Mastery test is 65.238 it means good and the score of writing descriptive text test 63.095. From product moment formula can be defined that the score of correlation is 1.766.

The researcher believe if that the students’ achievement in simple present mastery and writing descriptive text ability should be increased because the result of research shows that that it is very high. Actually, the students know what simple present tense and descriptive text, but when they force to create good descriptive text, they still got difficulties especially in combining sentences.
ABSTRACT

Mardliyah, Maulidah. 2016. The Effectiveness of using Contextual Teaching and Learning (CTL) in teaching reading comprehension for eighth grade students of SMP Tashwirul Afkar Sarirejo. Skripsi. English Department. Faculty of Teacher Training and Education, Islamic University of Lamongan.

Advisors (I): Tiara Retno Haryani, M.Pd, (II) Diah Astuty, M.Pd

Key words: Contextual Teaching and Learning (CTL), reading comprehension

Reading comprehension is very important for the students because it became one of crucial language components in learning English. Therefore, people will and always learn English both as foreign or second language. The purposes of this study are to measure the effectiveness of contextual teaching and learning (CTL) as the method in teaching reading comprehension. The objective of this study is to find whether there is some effect difference in learning achievement of reading comprehension.

In this research, the researcher uses Pre-experimental design. The research instruments is used test. It is used by the researcher to collect the data. The researcher plans the activity in classroom by creating a lesson plan, pre-test, treatment, and post-test. The population of the research is eighth grade students of SMP Tashwirul Afkar Sarirejo Lamongan in the academic year of 2015/2016. The number of the population is 21 students, consists of 10 male and 1 female.

The result of the test is analyzed using manual t-test. The result showed the t-test or t-value is (8, 792). Since t-test is higher than t-table (1,725). Therefore, the alternative hypothesis (H_a) is accepted. It means that the students who are taught by using contextual teaching and learning (CTL) method have better reading comprehension mastery than those who are taught by using non-contextual teaching and learning (CTL) method. And the null hypothesis (H_o) is rejected. It means that the students who are taught by using contextual teaching and learning (CTL) method do not have better reading comprehension mastery than those who are taught by using non-contextual teaching and learning (CTL) method.

Finally, the researcher recommends that contextual teaching and learning (CTL) method is effective used in teaching learning process, especially in learning reading comprehension. Contextual teaching and learning (CTL) proven effectively improves the students’ reading comprehension mastery and makes the students more motivated. Then, the researcher suggests the teacher to use contextual teaching and learning (CTL) as the method in teaching reading comprehension and to improve the students’ motivation to learn more about reading.
ABSTRACT

Hamzah, Ali M. 2016. 061210070. Improving the Students’ Vocabulary Mastery of Islamic Elementary School by Employing Drilling Technique at the Third Grade of Miftahul Fuad Jogo-Sariejo-Lamongan in the Academic Year of 2015/2016. Skripsi. English Department. Faculty of Teacher Training and Education. Lamongan Islamic University.

Advisor: (1) Mohammad Faizal Mubarak, M.Pd.
(2) Diah Astuty M.Pd.
Key words: Vocabulary Mastery, Drilling Technique

The students in Elementary school should be able to understand about vocabulary. It is not something attractive and fun for them to understand about vocabulary. Although vocabulary is very useful for them to understand about the concept of unfamiliar word. However, mastering vocabulary is not an easy matter to do. The researcher offers to apply Drilling technique when teaching vocabulary. Drilling technique will be able to help the limited learners in mastering vocabulary. At least by doing the drill and practice it will be able to make the students have strong memorization on new vocabulary. The study was aimed to to produce an instructional strategy using Drilling technique to improve the students’ vocabulary mastery at the third grade of Miftahul Fuad Jogo-Sariejo-Lamongan In Academic Year of 2015/2016.

The design of this research was Classroom Action Research (CAR). It focused on five steps: Identification problem, Planning, Acting, Observing, and Reflecting. The researcher was conducted 2 cycles in the study. The subjects of the study were 10 students’ at the third grade of Miftahul Fuad Jogo-Sariejo-Lamongan In Academic Year of 2015/2016. In the study, the instruments that used were the English test sheet, and interview, observation checklist and field note. Then, the researcher collected the progression result of students’ score and the students’ activeness in teaching and learning process.

The result of the study showed that the students’ score in students’ written test in cycle 1, the average score was only 73. There were only five students or about 50% was able to reach the criteria of success, meanwhile five students or about 50% students failed. There were 7 or about 70% students who paid attention to the teacher’s explanation, 10 or about 100% students were able to repeat again what they listen, 7 or about 70% students were able to remember the words as to add their vocabulary mastery, and 6 or about 60% students were able to write the vocabulary based on the drilled or pictures that given. Meanwhile, based on the students’ result on the students’ written test on cycle 2, the students’ achievement was better than in the cycle 1. The average score was 88 and all of the students were able to reach the criteria of success. On the cycle 2, all of the students were able to remember and gain new vocabulary, able to write the vocabulary based on the drilled or pictures that given. The researcher concluded that the teaching
vocabulary by using drilling technique improved and increased the students’ vocabulary mastery.
ABSTRACT

Rohmah, Mufidatur. 2016. The Effectiveness of Generating Interaction between Schemata and Text (GIST) Strategy towards the Students’ Ability in Writing Narrative Text at the Eleventh Grade of SMA Tashwirul Afkar Sarirejo. Skripsi. English Department. Faculty of Teacher Training and Education, Islamic University of Lamongan.

Advisors (I): Moh. Nurman, M.Pd
(II): Diah Astuty, M.Pd

Key words: Generating Interaction between Schemata and Text (GIST) Strategy, writing narrative text

In the study, GIST is a strategy designed for learning writing ability. Students gain sustenance from step writing before understanding the meaning, so that when the students' write, they becomes easier to get ideas and facts about the text. Students are also encouraged to compare the findings with other students in a discussion forum. The advantages of the strategy, students were helped to summarize a text more easy, in addition students are also expected to work together to solve problems. The study was aimed to to measure whether the Generating Interaction between Schemata and Text (GIST) strategy is effective to teach writing Narrative text at the eleventh grade of SMA Tashwirul Afkar Sarirejo 2015-2016 academic year.

In the research, the researcher used pre-experimental design. The population and sample of the research was the eleventh grade students of SMA Tashwirul Afkar Sarirejo. It was consisted 15 students. The researcher used tests (pre-test and post-test) that were analyzed by using T-test Formula, and the questionnaires were analyzed using percentage and Likert Scale as the data collection technique. The test was used to measure the effectiveness of using Generating Interaction between Schemata and Text (GIST) strategy towards the students’ ability in writing narrative text. The questionnaire was used to find out the students’ responses towards the use of Generating Interaction between Schemata and Text (GIST) strategy towards the students’ ability in writing narrative text.

The researcher used as two tailed test, because t-table was divided in two (negative and positive) and put it on the right and left. Therefore, after analyzing the result of t-test, the researcher used the degree of significance 0.01/2 = 0.005, t-table = 2.98. It could be concluded that H₀ was rejected and Hₐ was accepted, because the result of t-value = -8.973 was located in the area rejected of Ho, thus H₀ was rejected and Hₐ was accepted.

Finally, the researcher recommended that Generating Interaction between Schemata and Text (GIST) strategy was effective used in teaching learning process, especially in learning writing narrative text. Then, the researcher suggests the teacher to use Generating Interaction between Schemata and Text (GIST) as
the Strategy in teaching writing and to improve the students’ motivation to learn more about writing.
ABSTRACT

Anggraini, Nanda Aisyah. 2016. *The Influence of Using Dictogloss Technique towards the Students’ Writing Ability of Narrative Text at the 8th Grade of SMPN 2 Deket in the 2015/2016 Academic Year*. Skripsi. English Department. Faculty of Teacher Training and Education, Islamic University of Lamongan.

Advisor (1) Madekhan, S.Pd., M.Si. (2) Abdullah Farih, M.Pd.

Keywords: Influence, Writing ability, Dictogloss technique, Narrative text.

In the study, dictogloss is a classroom dictation activity where the students listen to a passage, note down key words, and then work in group to create a reconstructed version of the text in the form of writing. It will guide the students to explore and to generate their own narrative text. The students are taught more active because it gives students the chance to develop themselves, then students are also expected to work together to solve the problems. They will not be confused about how they will produce their own narrative text. The study was intended to measure the influence of using Dictogloss technique towards the students’ writing ability of narrative text at the 8th grade of SMPN 2 Deket in the 2015/2016 academic year.

In the study, the researcher used an Experimental research with Quasi-experimental design. The population of the study was the students at the 8th grade of SMPN 2 Deket in the 2015/2016 academic year. The researcher conducted two classes as the sample of this study. They are VIII B and VIII D of SMPN 2 Deket which consists of 57 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 the study showed that the process of teaching writing narrative text through Dictogloss technique was significant influence. It was proved from the result of t-test data calculation, the value of t-test was 4.04 with the t-table 2.668 where α = 0.01, and df = 55 (N-2). It meant that the t-test was higher than t-table on the significant level 1%. The alternative hypothesis (Hₐ) was accepted while null hypothesis (H₀) was rejected. It can be concluded that dictogloss technique was influence the students’ writing ability of narrative text.

Based on the research finding above, the researcher suggested that the teachers should always seek and try to apply various technique to make teaching and learning English, especially in learning writing, more interesting and enjoyable for students. The teachers should apply dictogloss technique as an alternative technique in teaching writing, since it has been proven that dictogloss technique is influence towards students’ writing.
ABSTRACT

Mufidah, Nasyihatul. 2016. The Effectiveness of Group Investigation Method (GI) Towards The Students Ability In Writing Descriptive Text At The Tenth Grade of Madrasah Aliyah Pembangunan Lamongan (Mapela) In 2015-2016 Academic Years.
Advisors: (I) Hariyanto, S.Pd. M.IP (II) Drs. Syarif Hidayatullah
Key words: Writing, Descriptive Text, and Group Investigation Method (GI).

Writing is one of the language skills that is very important for students in English learning, because writing makes special contribution to the way students think and learn. In English language, there are four skills which have to be mastered by the students in learning English. The skill consists of listening, speaking, reading and writing. Among the four skills, writing is the most difficult skill to be learned by the students. Because it needs hard thinking to produce words, sentences and paragraph at the same time. For those reasons, the writer gave “Group Investigation Method (GI)” to help students writing descriptive text. Therefore, the writer conducted the research with the problems of the study: Do the students taught by using group investigation (GI) have better writing of descriptive text than those taught by another method at the tenth grade students of Madrasah Aliyah Pembangunan Lamongan (Mapela) in 2015-2016 academic years?

The research design used in this research is pre experimental. The subject in this study is all of the tenth grade students of Madrasah Aliyah Pembangunan Lamongan (Mapela). The number of the population is 21 students. The data collection techniques used are test. The data from test was analyzed statistically by using t-test to find the significance of mean difference of the result of pre-test and post-test.

The result of data analysis shows that t-test of the value of statistical calculation is 4,2534, with significant probability (sig) of 0.01 t table is 2.53 with α=0.005 and df = n-2 = 19, the calculation value obtains (4.2534) > t table (2.53). It means that t-test is higher that the t-table (4.2534> 2.53). This means that there is effectiveness. So it can be said that “Group Investigation Method” is effective for the students’ ability in writing descriptive text at the tenth grade students of Madrasah Aliyah Pembangunan Lamongan (MAPELA) in the academic year 2015/2016.

Therefore, the writer suggests the english teacher to be more creative and innovative in using various kinds of interesting teaching method which accompany the materials, so that the students will be more active to learn and they do not get difficulty in writing. The writer suggest to apply “Group Investigation Method” in writing activities.
ABSTRACT

Setiowati, Noviani, 2016. *The Effectiveness of Teaching Writing Using Think Pair Share (TPS) Technique Towards the Students’ Descriptive Writing Skill at the Tenth Grade SMA Tashwirul Afkar Sarirejo In 2015/2016 Academic Year.*

English Department, Faculty of Teacher Training and Education. Islamic University of Lamongan

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

Keywords: Think Pair Share technique, writing descriptive text

The problems of this research are: Do the students taught through *Think Pair Share technique* (TPS) have better writing descriptive text than those taught by another technique at tenth grade of SMA TASHWIRUL AFKAR Sarirejo in 2015-2016 academic years?

The research design, the researcher uses Pre-Experimental design. The population and sample of the research is the tenth grade students of SMA Tashwirul Afkar Sarirejo. The class contains of 14 students. The data was obtained by test, there were pre-test and post-test analyzed by using T-test Formula.

The researcher used two tailed test that compared before and after treatment. It was named as two tailed test, because t-table is divided in two (negative and positive) and put it on the right and left. Therefore, after analyzing the result of t-test, the researcher used the degree of significance $0.01/2 = 0.005$, t-table= 2.65. it could be concluded that $H_0$ is rejected and $H_a$ is accepted, because the result of $t_{value} = -7.70$ was located in the area rejected of $H_0$, thus $H_0$ is rejected and $H_a$ is accepted.

Finally, the researcher recomends that teaching writing descriptive text by using Think Pair Share technique is effective to make students more active in learning process in classroom. Then, the researcher suggests the English teacher can use the Think Pair Share technique for teaching descriptive text to improve students’ to learn writing, especially descriptive text.
ABSTRACT


Keywords: Reading Comprehension, Analytical Exposition Text, Collaborative Strategic Reading (CSR)

Reading comprehension is very important to improve knowledge and get information. However, the eleventh grade students have difficulties in reading comprehension of analytical exposition text. In these conditions, the precise strategy of teaching reading is needed. One of those strategies which are familiar to improve students’ reading ability is Collaborative Strategic Reading (CSR). The research was aimed to measure the effect of using CSR towards the student’s ability in reading comprehension of analytical exposition text and to know the students’ response towards the teaching reading comprehension of analytical exposition text by using CSR.

The research method used in the research was a pre-experimental research, because the school has one English class. The research used test as the technique and instrument of the data collection. Population taken from the eleventh grade students of Madrasah Aliyah Pembangunan Lamongan in the academic year of 2015/2016. Before giving the treatments, the students given a pre-test to know the basic ability of the students’ reading comprehension. At the end of the treatments, the students given a post-test. The pre-test and post-test used as the instrument were consist of 10 questions are in the form of essay questions.

The researcher analysis the data of tests used Dependent T-test, the result of pre-test was not too good. It is inferred that the mean of pre-test scores was 48,296, but the mean of students’ post-test scores was 79,888. The mean score is inferred that students’ score in post-test was better than pre-test. Furthermore, the result of T-test is inferred -16,632 while T-table was 2.77871 with significance degree ($\rho$)= 0.005 and $df = 26$. Used curve of two tailed test, it is inferred that T-test was lower than T-table. It meant that the alternative hypothesis ($H_a$) was received, because the result of T-test in the area rejected of $H_0$. Therefore, it is concluded that used of Collaborative Strategic Reading (CSR) in teaching reading comprehension of analytical exposition text at the eleventh grade students of Madrasah Aliyah Pembangunan Lamongan in the academic year of 2015/2016 was effective.
ABSTRACT


Key words: structuralism, semiotic, portrait of a lady

The writer is interested in analyze this poem because this poem about the degenerating relationship between a man and a lady. In addition this poem containing of symbol.

The objective of this study are: 1) to find out the structuralism in the T.S. Eliot’s poem; 2) to find out the semiotic in the T.S. Eliot’s poem. In order to answer those objectives, the writer used combination of structural-semiotic approach. The structural approach is used to analyze the poem intrinsically. Meanwhile the semiotic approach is used to reveal the meaning of the poem.

This result of analyze “Portrait of a Lady” poem show 1) structuralism of poem containing (a) stanza, this poem consist of one hundred and twenty four lines, there are three part, part one consist of two stanza, part two and part three consist of five stanza, (b) metric aspect, this poem have more feminine than masculine rhyme. Based on the arrangement of rhyme, this poem uses mix rhyme, flat rhyme, embrace rhyme and crosses rhyme. Based on the rhythm, this poem is dominated the iambic form “•/”, (c) semantic aspect, in this poem there are metaphor, personification, repetition and simile. 2) In semiotic, this poem containing index, icon and symbol. Semiotic of this poem refers to the relationship of a man and a lady.
ABSTRACT

Kholifah, Rofi’atul. 2016. The Effectiveness of teaching vocabulary by employing Picture Word Inductive Model (PWIM) strategy towards Students’ Vocabulary Mastery at the Fifth Grade Students of SDN Sidoharjo II Lamongan. Skripsi. English Department. Faculty of Teacher Training and Education, Islamic University of Lamongan.

Advisors (I): Madekhan, S.Pd, M.Si
(II): DiahAstuty, M.Pd

Key words : Picture Word Inductive Model (PWIM), vocabulary

Learning vocabulary is very important for the students due to it became one of crucial language components in learning English. Therefore, people will andalways learn English both as foreign or second language. The purposes of this study are to measure the effect of Picture word Inductive Model (PWIM) Strategy in teaching vocabulary to the students’ vocabulary mastery. In this research, the researcher uses Pre-experimental design. The research instruments used are tests. It is used by the researcher to collect the data. The researcher plans the activity in classroom by creating a lesson plan, pre-test, and post-test. The population of the research is fifth graders of SDN Sidoharjo II Lamongan in the academic year of 2015/2016. The number of the population is 13 students.

The result of the test is analyzed using t-test. The result showed that the t-test or t-value is 5.182. Since t-test is higher than t-table (1.782). Therefore, the alternative hypothesis (H_a) is accepted. It means that the students’ there is any effect of the students vocabulary mastery taught after using Picture Word Inductive Model (PWIM) on the students’ vocabulary mastery. The null hypothesis (H_0) is rejected. It means the students who are no effect of students’ vocabulary mastered taught using Picture Word Inductive Model (PWIM) on the students’ vocabulary mastery.

Finally, the researcher recommends Picture Word Inductive Model (PWIM) strategy that is effective used in teaching learning process, especially in learning vocabulary. Picture Word Inductive Model (PWIM) strategy proven effectively improves the students’ vocabulary mastery and makes the students more response learning English. Then, the researcher suggests the teacher to use Picture Word Inductive Model (PWIM) as the strategy in teaching vocabulary and to improve the students to learn more about vocabulary.
ABSTRACT


Advisors (I): Madekhan, S.Pd, M.Si

(II): Diah Astuti, M.Pd

Key words : Workbook, MGMP, the School-Based Curriculum, Revised Bloom’s Taxonomy

Nowadays the government has set up the policy to introduce English as a local content for Elementary Schools. It targeted to motivate and to support the students in order to make them ready and confident in learning English at higher levels. To reach this goal, the effective teaching material is needed. In this case, MGMP created a workbook “Basic English for Elementary School” (BEFES) as the students learning material.

The objective of the study is to find out the relevance of the BEFES for fifth-grade students that are relevant with the Standard and Basic Competence of School-Based Curriculum and to know the appropriateness of the BEFES content with the cognitive dimensions of Revised Bloom’s Taxonomy.

This study is qualitative research with using textual analysis design. The object of this study is taken from the workbook BEFES in the second semester. The data were collected through the document or content of BEFES. The instruments used in this study were the researcher herself and the checklist. The researcher is collected, observed, analyzed and also concluded the data. Whereas, the checklist used to make some classification for the various types of activities and tasks that are presented in the workbook. Furthermore, the researcher listed and grouped the units then put it in the Basic Competency (BC) evaluation table and learning objectives in 4 skills frequency tables as the instruments of this study.

The result of this study shows that the material of BEFES is quite relevant with the standard and basic competence of SBC. It covers all of the four skills; speaking, listening, reading, and writing. Reading has the highest frequencies with percentage 32%. The second highest frequencies with percentage 28% are occupied by speaking. The lower frequencies are occupied by listening and writing with percentage 20%.

Whereas, the cognitive dimension of Revised Bloom’s Taxonomy (RBT) in BEFES are not covered at all. There are only four levels of cognitive dimensions. The highest frequency are on the applying level. It has 52% or 25 of
48 activities. The second high position occupied by remembering level. It has 15 activities with percentage 31.2%. While understanding level has 12.5% and analyzing level has 4.16%. The evaluating and creating level have no frequency on BEFES. This finding implies that the BEFES does not cover all of cognitive levels but it is appropriate with the cognitive dimensions suggested by SBC.
ABSTRACT

Sholihah, Rohmatus. 2016. 061210080. The effectiveness of teaching writing by employing outline towards the students’ ability in writing recount text at the 8th grade of MTs Putra Putri Lamongan in the academic year of 2015/2016. Skripsi. English Department. Faculty of Teacher Training and Education. Lamongan Islamic University.

Advisors: (1) M. FAIZAL MUBAROK, M.Pd
(2) DIAH ASTUTY, M.Pd

Keywords: Writing, Recount Text and Outline Method

English is regarded as a compulsory subject for the junior high school learners and it is a 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 measure the effectiveness of teaching writing by employing Outline method at the 8th grade of MTs Putra Putri Lamongan in the academic year of 2015/2016 towards the students’ ability in writing recount text.

In the study, the researcher uses Quasi-Experimental research design with one group pre-test and post-test. The population of this research is all of the students of MTs Putra Putri Lamongan and the sample of this research is the students of VII A and VII C. The total of the students as the sample of this study is 52 students. The data is collected by using test.

The result of the study shows that the score of experimental group was higher than the control one – the mean score of experimental group was 79.37 while the control one was 67.16. The researcher got the result of t-test was 3.8. The value of t-table at level of significance 1% and the degrees of freedom 42 was 2.69. It means that the t-test result was higher than t-table. Ha is accepted and Ho is rejected. It can be concluded that there is positive effects on the use of Outline towards the students’ writing of recount text at the 8th grade of MTs Putra Putri Lamongan in the academic year of 2015/2016.
ABSTRACT

Islamiyah, Su’aibatul, 2016. An Analysis of Compounding in The Legend Story of Archipelago People. Skripsi. English Department, Faculty of Teacher and Education, Lamongan Islamic University.

Advisors: (1) Hariyanto, S.Pd., M.IP, (2) Fathurrahman, S.Pd., MM.
Keywords: Word formation, Compounding, The Legend Story of Archipelago People.

Communication is having an important role for society living system and people use English as International Language. In Indonesia education our government has already put English as compulsory subject. English should be well mastered by the Indonesian students. In Indonesia education, English was studied start from elementary school moreover in kindergarten school (play group). Teacher usually uses package of book in English subject as their learning material. Besides teacher also often uses “English series stories” on their learning in the class.

The researcher focuses on explaining about an analysis of compounding in “The Legend Story of Archipelago People”. The purpose of this study is finding out compound words and describing how those compound words are formed that is used in “The Legend Story of Archipelago People”.

This study uses qualitative method, because the researcher tries to describe the result of study using words and the researcher is as instruments of this study. In the collecting data, the researcher uses library research technique in analyzing and categorizing. The data used in this study are words found in “The Legend Story of Archipelago People”. There are 32 words which are included in noun compound, 11 words included in verb compound and 24 words included in adjective compound. So, there are 67 compound words in “The Legend Story of Archipelago People”.

The researcher hopes this study can increase knowledge for the readers, especially to understand and master compound well and the researcher also hopes for the next researcher who is interesting to conduct further research in the field.
ABSTRACT

As’ada. 2016. Developing Vocabulary Materials for Kindergarten Students based on Games for RA Perwanida I Lamongan, Skripsi, English Department, Faculty of Teacher Training and Education, Islamic University of Lamongan.

Advisors (I) : Tiara RetnoHaryani, M.Pd. (II) : Husen, S.Ag., M.Pd.

Key words : Vocabulary for Kindergarten, Games

Developing vocabulary materials for kindergarten students are through some methods. In the research the researcher explores game method. The objective of study is to develop an appropriate instructional vocabulary material based on games for kindergarten. The researcher made the product it is guiding book. The guiding book consist of collection board game, songs, and students activities. The reason of the researcher made the guiding book because the school limited guiding book of teaching English for kindergarten students.

The type of research used in this study is classified into Educational Research and Development (R & D). It is adapted from R & D model proposed Borg and Gall (1983). The researcher only uses six steps because the condition of school just might be able to apply six steps and the researcher adds one step. The steps of this research were need analysis, planning, developing, expert validation, revision, try out, and final product. There are two kinds of instrument used in this research. First is the need analysis uses observation checklist and interview the teacher and the second is analysis try out uses observation checklist and interview the teacher.

The result of this research shows that the first step is Need analysis. In the step, the researcher collected information as material need of survey. The second step is planning, here the goal were stated and the topics before designing the materials. The third step is developing product. The materials were designed based on the result of planning cycle. The fourth cycle is Expert validation. The expert validation is conducted to make the product become valid and suitable with kindergarten students. The fifth step is revision. The revision is conducted by expert validation. The aimed to repair the product. The sixth step is try out. The try out is conducted to understand the goal of product. The last step is final product. The final product finished if the step previously is conducted.

The suggestions of the research are to make the teacher uses the product. the teacher applies the materials of product to help teaching English vocabulary for students kindergarten.
The objective of this research is to develop vocabulary materials based on picture media for autistic students of SMP Negeri 3 Lamongan. The main purpose of this study is to help the English teachers to create fun and easy learning process in teaching English by applying picture media as vocabulary learning to the autistic students.

This study was a Research and Development (R&D) study. This subject of this study was autistic students of SMP Negeri 3 Lamongan. This study adapted the R&D model proposed by Hyland (2003). The steps of this study were conducting needs analysis, developing materials, getting expert validation, revising, doing try-out, revising again and writing the final draft of the vocabulary materials based on picture media for autistic student. The researcher used three instruments to obtain the data such as interview, questionnaires and observation checklist. The obtained data will be classified based on the instrument used. To show the results, the researcher explained them in quantitative and qualitative approach.

The result of the needs analysis showed that the autistic students needed vocabulary materials which contained many attractive pictures, varied activities and alluring colors. The product of this study is vocabulary materials entitled “Picture Vocabulary Mastery for Autistic Student” which is suitable with autistic students’ needs. This study developed two units of materials based on autistic students’ needs. Based on the analysis of the data from the expert validation, the mean score of all aspect of the units, in the scale of 1-5, is 3.7 which was in range of 3.1 – 4 and can be categorized as “Very Good”. Therefore, it can be concluded that the developed materials have been appropriate for autistic students.
ABSTRACT

Hasan, Buchori. 2016. Improving students’ ability in writing descriptive text using movie poster at MTs Bustanul Ulum Glagah Lamongan in the academic year 2015/2016. Sarjana’skripsi. English Department. Faculty of Teacher Training and Education. Lamongan Islamic University.

Advisor : 1. Dian Luthfiyati, M.Pd, 2. Drs. H.M. Tsalits Fahami, M.M

Keyword : Movie Poster, Classroom action research, Writing Descriptive Text.

This research was done at the MTs Bustanul Ulum by taking a sample class 8b, with a population of 31 students. This research aims to improve students’ writing skills.

The Study aims at Improving Students’ Ability in Writing Descriptive Text by Movie Poster. This study was conducted by using classroom action research (CAR). The research method applied in this study which covers the research design, setting and subjects of the study, and research procedures including preliminary study, planning, implementing, observing, and reflecting. The subject of the research was class VIII B MTs Bustnul Ulum, which consist of 31 students. The research was conducted in two cycles which cycle 1 and cycle 2 consist of 4 meetings. The Instrument for collecting data were qualitative (interview, diary note, and observation sheet) and quantitative data (writing test). Based on the data analysis, the mean of students’ score in Test I was 55.38 ; for the Test II was 57.9; for the Test III was 67.74 , and for the Test IV was 76.4.

The conclusions are as follows in the implementing of movie poster, the researcher concerns on three points, they are: (1) Selecting the movie poster for teaching descriptive text, (2) The students still need to be encouraged in the process of writing, therefore some motivation, nice words which reinforce and strengthen the students are needed. (3) And the researcher should also give the assistance in term of mechanical writing, for examples giving helping words, inform of the word list, character, kind, patient, clever, wicked and others.

Teachers must be aware on the student’s performance and the phenomena occurred during the learning process. It is important to make the next media which more manageable to improve the students’ ability understand and write descriptive text can be met.
ABSTRACT

Rohmawati, Devi. 2016. *The Effectiveness of Recount Text Through Estafet Writing to Increase Writing Skill of The Eighth Grade Student at MTs AL Azhar Tanggungprigel Glagah Lamongan in Academic Year 2015/2016*. Skripsi. English Education Department, Faculty of Teacher Training and Education Lamongan. Islamic University.

Advisor : (1) M. Nurman, M.Pd
(2) Drs. Rrudjan., M.Pd

*Key words : Estafet Writing, Recount text.*

Language is something important for human living, because only human being speaks language. In the world of education, students are expected to master in the English competence to support their skill, here is Writing. But, sometimes the students have difficulties to express their writing because of many factors. Estafet Writing is one of the active learning technique and also an innovative learning model in which one the students starts writing a short story which is continued again one after another. It’s one of the techniques that is easy to learn and can be effective way to teach writing recount text. Recount text is a type of genre, which has a social function to retell events for the purpose of informing or entertaining. So, Estafet Writing can help the students easily to write and identify the recount text.

The objective of the research is to find out whether there is a significant difference between the writing ability in recount texts of the eighth grade students of MTs Al Azhar Tanggungprigel in academic year 2015/2016 before and after being taught by using Estafet Writing. This is an experimental research that is pre experimental research. The writer gave pre-test and post-test for one class that is the eighth grade student in MTs Al Azhar Tanggungprigel Glagah Lamongan. The writer discussed several possibilities for solving an actual problem by gathering data, analyzing and interpreting them. This intended to make systematic and accurate that concerning the fact and the feature of research.

From the analysis of the data, the writer found that the highest score that the students achieve before being taught by using Estafet Writing is 75 and the lowest score is 43. The average score (mean) of the students is 56.41. The result shows that the writing ability in recount text of the eight grade students of MTs Al Azhar Tanggungprigel Glagah Lamongan in academic year 2015/2016 before being taught by using Estafet Writing categorized sufficient. The English score that the students achieve after being taught by using Estafet Writing is 90 and the lowest score is 66. The average score (mean) is 76.20. The level of the writing ability in recount text of the eighth grade students of MTs Al Azhar Tanggungprigel Glagah Lamongan in academic year 2015/2016 after being taught...
by using Estafet Writing is good. The result of T-test is 11.42. So, there is a significant difference between the writing ability in recount text of the eighth grade students of MTs Al Azhar Tanggungprigel Glagah Lamongan in academic year 2015/2016 before and after being taught by using Estafet Writing.

Based on the research, the students should pay more attention in teacher’s explanation and also practice a lot in writing. Estafet Writing can be effective to teach writing in order that the teaching learning process is more interesting. Because using Estafet Writing in teaching writing can develop the students in all four language skills in an integrative way and help the students to share their idea. It can also help the students to develop short-term memory. The other hand it can motivate to the students to write english.
ABSTRACT

Sawitri, Endah. 2016. *Analysis of Language Variation Made By Manado Person in Lamongan*. Skripsi. English Department, Faculty of Teacher Training and Education. Islamic University of Lamongan. Advisor: (1) R. Chusnu Yuli Setyo, M.Pd. (2) Drs. Syarif Hidayatullah.

Keywords: *Manado person, language variation*.

Language is something that is very reliable as a communication within the community. One condition that can cause a lot of variety of languages happened because the presence of pronunciation, grammar and choice of words. In this case, researcher is interested in studying the phenomenon of linguistic variations of the language approach. Therefore, the researcher analyzes the phenomenon of language variations to the immigrant from Manado. This study aims at explaining the variation of the language used by the Manado in Lamongan. The problem consists of language variation used by Manado person and the difficulties experienced by people of Manado when communicating with Lamongan people.

In conducting the study, the researcher uses a qualitative ethnographic approach as a method of research. According to Bailey (1982:285) “ethnography generally learns social interaction that involves conversation, the technique used is the observation and data obtained in the form of documents in the transcripts of recorded conversations”. Then, the technique used in data collection is observation, interviews and triangulation. In this case, the researcher actively participates in the activities of the research subject and records their conversations. Then the researcher classifies the results of data analysis based on the types and functions.

From the analysis of the data, the researcher finds that there are three types of language variation which consist of pronunciation, grammar and choice of words in the language which is a synthesis of several languages, namely, Manado language, Javanese and Indonesian. The researcher also found some classified data of code switching, code-mixing and dialect which is a synthesis of several languages, namely, Manado, Indonesia, Java, England and Korea as supported data. Besides, the factors that trigger the language variation consist of the lack of schools of the Javanese language used by Lamongan people in general and still difficulties in Indonesian substandard.

Finally, the researcher expects the results of this study are useful as a reference for the study of language variation. For other researchers who are interested in research on language variation, it can be analyzed in the context of the language used.
ABSTRACT

Febrian, Erina Tri. 2016. *An Analysis of The Main Character’s Conflicts And Moral Values In Film of The King’s Speech*. Sarjana’ssripsi. English Department. Faculty of Teacher Training and Education. Lamongan Islamic University.

Advisors: 1. R. ChusnuYuliSetyo, M.Pd, 2. RirynFatmawati, M.Pd

Keyword: Film or movie, conflict, moral values, stutter or stammer.

Conflicts often happen in a social life. It happens because there is a different opinion among humans, groups, organizations and nations. Conflict is interested to discuss in literature because in literature work, such as in a film, there is also conflict. Conflict is part of plot or climax that become soul in literature work. Related to the study about conflict in a film, the research questions that arise are, (1) What internal and external conflicts are found by King George VI or Bertie in film of *The King’s Speech*? and (2) What are the moral values from King George VI or Bertie conflicts in film of *The King’s Speech*? So, this research discusses the internal conflict and external conflict faced by the main character “King George V or Bertie” in the film *The King’s Speech*. From that conflict, moral values found, then become a lesson.

This research employed a qualitative research, because it concerns with the description and explanation of conflict from the main character “King George V or Bertie” and moral values from film *The King’s Speech*. However, this research used to support the analysis of the data. Some steps in analyzing the data were: organizing the data, coding the data, reducing the data, interpreting the data, representing the data and drawing conclusion.

The findings of the research show (1), internal conflict from “King George V or Bertie” because he has a disability is stammer which makes him anxious, nervous, afraid, sad and angry and external conflict between Bertie with Doctor, Bertie with Queen Elizabeth (his wife), Bertie with King George V (his father), Bertie with David (his brother) and Bertie with Lionel Logue (his therapy speech), then (2), from the conflict above, the moral values that can be taken in the film *The King’s Speech* are support is not a sign weakness. It is a sign of courage and strength. And if peoples wants to have a beautiful life, so they have a struggle and hard work in their life.
ABSTRACT


Advisors: 1. Dian Luthfiyati,M.Pd  
2. Abdullah Farih,M.Pd

Keywords: Pictorial dictionary, Communicative Approach, Elementary School

This study aims to develop pictorial dictionary based on communicative approach for elementary school. This pictorial dictionary can help the students to enjoy their learning process, especially in learning English. The researcher developed the pictorial dictionary with objectives, attractive and colorful picture and also activities for students. The activities are consist of conversation, puzzle, reading text, some songs and games that suitable for the materials, etc.

The method used in this research is Research and Development. The stages of this research is need analysis – developing material – expert validation – revision – try out – revision - final product. Questionare are conducted in the form of validation by experts. The experts determine whether the pictorial dictionary based on communicative approach for elementary school is feasible or not. In revision stage, the researcher revises based on input from experts. In try out stage, the researcher does try out this pictorial dictionary in MI Nurul Ulum Genceng-Tikung for first to sixth grade random sampling two students each grade, and then the last stage is final product by printed out the pictorial dictionary.

The results of need analysis showed that elementary students needed supporting book in learning English that has attractive and colorful picture and also activities for students. The product of this study is a pictorial dictionary based on Communicative approach for elementary school entitled Fun English Pictorial Dictionary. It included three level, they are basic level for 1-2 grade, medium level for 3-4 grade and high level for 5-6 grade. The result of expert validation indicate the feasibility assessment from the content/material experts with the percentage of 73,5% is on good category in the aspect of content, 63% is on fair category in the aspect of lay out and 60% is on fair category in the aspect of language. So, overall the development of pictorial dictionary based on communicative approach for elementary school is feasible as supporting media in learning English processes. The result of students response shows the percentage of 95,4% is on very good category. So overall, the response of the students to the pictorial dictionary based on communicative approach is very good.

Based on the result of this research, the researcher gives suggestion to the next researcher that important to develop an innovative learning media with attractive appearance. So, the students have motivation in following learning process.
ABSTRACT

CAHYANTI, HELFY, NUR., 2016. “The Effectiveness of Teaching Vocabulary by Using Puppets at Elementary School Students” (A Pre-Experimental Study at the Third Grade of MI Tarbiyatus Shibyan Sumengko in Academic year 2015/2016)” Skripsi, English Department, Faculty Of Teacher Training And Education Lamongan Islamic University.

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

Keywords : Vocabulary, Puppets

Vocabulary holds a very important role in English. Vocabulary is a very important part in learning the English language. Because when someone wants to learn English first then is to learn vocabulary. Therefore, the purpose of this study is there any effect of using puppets this could increase students’ vocabulary mastery and researchers also want to know the student response after studying English in particular on mastering vocabulary using puppets especially for elementary school students.

The research uses pre-experimental quantitative research design with one group pre-test and post-test. The population of this research is the third grade students of MI Tarbiyatus Shibyan Sumengko in the academic year 2015/2016. It uses surfeited sampling. The samples are all students of third grade. The data of this research were collected by using test (pre-post test) and questionnaire.

The results of the research are: (1) the t-test result shows that there is effectiveness. T-test result is 3.829 for 37 students with df = 36 and the higher than degree of significance (5%) 0.05 is 1.688. (2) It means that the teaching of vocabulary by using puppets is effective. The result of questionnaire is about students’ response towards the use of puppets in teaching vocabulary. From the result of questionnaire, it can conclude that the students’ response about using puppets in teaching vocabulary is positive.

Teaching vocabulary using puppets is effective to make students more active and interested in teaching learning process. The researcher hopes that the English teacher can use the puppets technique for teaching vocabulary.
ABSTRACT

Anggraini, Ifva Dyah. 2016. The Effectiveness of Total Physical Response Method to the Students’ Vocabulary Mastery at the Kindergarten Cempaka III Mekanderejo, Kedungpring, Lamongan. Skripsi. English Department. Faculty of Teacher Training and Education, Islamic University of Lamongan.

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

(II): Riryn Fatmawaty, M.Pd

Key words: total physical response, vocabulary

The purpose of this study is to describe the objective condition of the effectiveness of using Total Physical Response Method in Teaching Vocabulary at the kindergarten Cempaka III Mekanderejo, the researcher found that the students concerned difficult in understanding vocabulary. It is focused on total physical response method to increase the students’ vocabulary of teaching English. The research has two problems and purposes, the problems of this study are (1) How effective is TPR method to improve the students vocabulary mastery in TK Cempaka III Mekanderejo? (2) How is the students’ response towards the use total physical response method for learning vocabulary in TK Cempaka III Mekanderejo?
The purposes of this study are (1) To know the effectiveness of TPR method for learning in TK Cempaka III Mekanderejo (2) To know the students’ response towards the use Total Physical Response method for learning vocabulary in TK Cempaka III Mekanderejo.

In this study, the researcher used experimental research. This experimental research is done to know whether the media can increase vocabulary mastery of the students. The researcher chooses one design of them, that is pre experimental design because the researcher is in one class and there is no other class to compare. There are 14 students in B class, the researcher chooses this class and takes the entire students to be the sample. The researcher uses two kinds of data collected techniques; (1) test is used to find out there is any increase of the students’ vocabulary mastery after being taught by using Total Physical Response method, (2) questionnaire is used to know how the students’ response about this treatment.

In this study, the researcher analyzes the result of test by using t-test formula. Based on the test result, it is revealed that t-value is 10.54 while t-table in 5% (0.05) alpha level significant is 1.77. It shows that the result of t-test is higher than t-test critical table. It can be concluded that total physical response method can increase students’ vocabulary mastery. In the questionnaire result, it is known
that the students got motivation and interest in the teaching english by using total physical response method.

The t-test result is 10.54. It is higher than t-table 1.77 at levels of significance 0.05 with df13. It means there is effectiveness or significant value. Therefore, the hypothesis is accepted. It can be said that total physical response method can increase vocabulary mastery at the B Class students of TK Cempaka III MekanderejoKedungpring Lamongan. Moreover questionnaire result shows that the students response towards the use of TPR method for learning English is very good.
ABSTRACT

Rahmawati, Ika Nur in 2016. Conflict Analysis of the Main Character “Ishaan” As a Dyslexic Character in Every Child is Special Movie. Skripsi. English Department, Faculty of Teacher Training and Education. Islamic University of Lamongan. Advisor: (1) R. Chusnu Yuli Setyo, M.Pd., (2) Diah Astutik.

Keywords: analysis, conflict, dyslexia

Basically, all of children have the same ability to process knowledge. But they have different way to study knowledge itself. Some teachers judge the children who cannot write, read, and speak well. They are classified as lazy and naughty children. Dyslexic is an ability disorder toward writing, reading and spelling. The dyslexic children will be late in speaking and reading. It decreases their self confident. The situation of lack confidence brings the dyslexic children into conflicts. Every Child is Special is one of the Indian movies which tell about dyslexic children. The aims of this study are (1) to identify internal and external conflict of the main character “Ishaan” as a dyslexic character in Every Child is Special movie; (2) to explain the moral values of the main character “Ishaan” as a dyslexic character in Every Child is Special movie.

This study is classified as qualitative research because researcher shows that the data is describing about conflict of the main character. Source of the data is from the movie entitle “Every Child Is Special”. The writer chooses this movie to be analyzed. The writer analyzes and explains about conflict of the main character “Ishaan” as a dyslexic character. Some processes in analyzing the data were; organizing the data, making code in each data, reducing the data, interpreting the data, representing the data and drawing conclusion.

In finding conflict of the main character “Ishaan” as a dyslexic character, the researcher conclude that there are internal and external conflict and also moral values that involves in this movie. There are sad, angry, depressed, afraid, confident and shy which includes in internal conflict of Ishaan. Besides that, external conflicts of Ishaan are between environment and his family. Moreover there are several main of moral values can be identified from Ishaan, they are self-confidence, bravely, honesty, patience, and affection.

Finally, the authors hope that the next researcher can analyze about conflict deeper and about dyslexia in psycholinguistic to give more knowledge and experience of analyzing the dyslexia movie.
ABSTRACT

Mufarrohah, Imro’atul  2016. The Effectiveness Of The Outdoor Learning In Writing Descriptive Text At Eighth Grade MTs Darussalam Getung Turi Lamongan In Academic Year 2015/2016

Advisors : (1) R. CHUSNU YULI SETYO, M,Pd.
           (2) DIAH ASTUTY, M,Pd.

Keywords: Writing, descriptive text, outdoor learning

In learning English as a foreign language, the students should master four basic skills in English, namely: listening, speaking, reading and writing. Writing is one of element in teaching learning process. There are many techniques or methods that could be used to teach writing English. One of the methods is outdoor learning. Outdoor learning is one of contextual teaching and learning methods. Students learn to write descriptive text by using outdoor learning. It was believed that the techniques could help the students in improving writing a paragraph construction and by using outdoor learning it could give stimulus students to improve writing.

The formulation of the research problem were: (1) How is the effectiveness of outdoor learning in writing descriptive text at the eighth grade MTs Darussalam Getung Turi Lamongan in academic year 2015/2016? (2) How is the students respond of outdoor learning in writing descriptive text at the eighth grade Mts Darussalam Getung Turi Lamongan in academic year 2015/2016?

The research design is an experimental research. This research is conducted in the MTs Darussalam Getung Turi Lamongan. The population of this research is the eighth grade students. The samples are students from A class with sample purposive sampling. The total is 30 students. The samples are divided into 1 class. The research uses pre-experimental design. The data are collected by using test and questionnaire. In collecting the data, the researcher uses test items as primary data and questionnaire to get answer the second data. The primary data is analyzed by t-test formula.

The result of t-test calculation is 8,16 and t-table 2,04 at significant level 0,05 with db 29. It means that calculation of t-test is higher than t-table. So, it is significance. It can be conclude that there is significance effect of outdoor learning in writing descriptive text of eighth year students of MTs Darussalam Getung Turi Lamongan in academic year 2015/2016.

Based on the result above, the researcher hopes the teachers give outdoor learning in writing descriptive text in order to improve the students’ writing skill and the next researcher can give improvement in this research.
ABSTRACT

Zahroh, Intan Ni’matus, 2016. A Morphological Analysis The Derivations in the Jakarta Post Website. Skripsi. English Department, Faculty of Teacher and Education, Lamongan Islamic University.

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

Keywords: Morphological, Derivation, Jakarta Post.

Morphology is the study of word formation, including the ways new words are coined in the languages of the world. As a native speaker or reader, we must have knowledge about how to form new words. A new language and term use new words that we can relate to the one of linguistics branches of the morphological aspect namely word formation process. the process of word formation in creation of new english words. This process is called derivation. One of the language phenomenon is in the practice of language used in online news specifically Jakarta Post Website. The Jakarta Post is one of the daily Indonesian has language English. The Jakarta Post also has weekly edition and online, that content is not published in the daily print edition. The Jakarta post presented with various of news, such as sport, entertainment, education, etc.

This study, the researcher focuses on explaining about a morphological analysis of the derivations in Jakarta Post Website. The purpose of this study is identifying the most common type of derivation words that is used in headline ten articles education “Jakarta Post Website” in October 2015 until April 2016.

This study uses qualitative method, because the researcher tries to describe the result of study using words and the researcher is as instruments of this study. In the collecting the data, the researcher uses library research technique.

The result of the data in this study, the writer found 17 adjective derivation words, 26 noun derivation words and 9 verb derivation words and total all of the derivation are 52 words and the researcher tries to find the most common of derivation words that is used in headline ten article education”Jakarta Post Website” in October 2015 until April 2016, that is noun derivations.
ABSTRACT

Mutmainah, 2012.061210102 IMPROVING STUDENTS’ VOCABULARY MASTERY THROUGH SONG AS MEDIA FOR SEVENTH GRADE STUDENTS OF SMP NEGERI 5 LAMONGAN( IN THE ACADEMIC YEAR 2015 / 2016 )Skripsi, Department of English Education, Faculty of Teacher Training and Education, Lamongan Islamic University.

Advisors: (1) MADEKHAN, S.Pd., M.Si (II) M. RUSDJAN., M.Pd.
Keywords: improving, vocabulary, songs.

Learning vocabulary is very important for the students, do to it becomes one of crucial language component in learning English. Most students of seventh garade of SMP NEGERI 5 Lamongan.English is needed as a means of communication among people from different countries. As a means of communication, English has to be learnt by people in the world.

In learning language, students do it. Students will repeat what their parents or the people surround them say. If the students live in surrounding by people who speak in second language and there are strong social pressure to do what their elders expects. It will be better for children to learn English if the surrounding among them using English to.

From that statement above it can be said that action research is an effort to improve something or solve problem in social or educational contexts practices systematically and carefully using technique which is done by teachers or collaboration of teacher and researchers by means their own reflection about the effects of those action. The aim of action research is to improve practice in the classroom conducted by teachers. The process of action research in as important as the result of the action. Furthermore it is more quantitative number which supports classroom action research, for example the students score is a part of the wholeness of that process. Action research is expected to give solution in teaching problems. This action research is conducted in two cycles: in the first cycle there three meetings: two meeting for teaching learning process and one meeting to give pot test cycle 1: and in the second cycle there are three meetings: two meeting for teaching learning process and one meeting for giving pot test. Every cycle consist of four steps: planning action, observation, and reflection. In collecting in data, the researcher use observational, field note, test, interview, questionnaire and document analysis. Test are given in pre-test, post test.

Finally, the researcher recommends that song vocabulary be used by the teacher, because to improve in teaching learning process. To the students, they should be motived in English learning especially in learning vocabulary, and to the next researcher can be conducted better research by developing the other positive values of songs as teaching media in teaching learning process.
ABSTRACT

Fahmiyah, Nailatul. 2016. An Analysis the Main Character in Paa (A Bollywood Movie by R. Balki). English Department Faculty of Teacher Training and Education Islamic University of Lamongan.

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

Keywords: Character, Moral Value, and Paa.

Literature is an art of writing which enables the writer to imagine everything without limitation in space, place and time. Literature is not only presents the creation in writing, but also presents the creation in visual art. In this case, literature can be used in action and role play. People call it drama or movie. In drama or movie, the major thing which gives many affects are the main characters. In addition to, the important things that can be taken from every story are moral values. It is very important in life in order to get learning and wisdom in life. Study about character and morality by seeing or through every specifically event are education which influence human life. The researcher chooses a film Paa, a bollywood Movie by R. Balki. It is a film that containing about the elements of education because of the main character in this film is a disability student.

This research applies qualitative research. This research calls this data as descriptive qualitative research because the data mostly be described by the researcher as deep as possible. The researcher emphasizes on the main character of Paa movie as the object of the research.

The result of the study shows that the characteristic of the main characters in Paa movie are; Paa movie shows the main characters are Amol Arte and Auro as the protagonist. They are opposed by Jaikrit. So, Jaikrit is the antagonist one. Vidya has the round character, because her character grows and changes. In the beginning, she is angry to Amol who has hurt her but finally Vidya forgives Amol. Besides, grandmother (Bum) and Amol’s father are flat characters. They are the characters who do not give many influences for the story and only have the simple character. Besides the characters, every story also has moral value. Such as Paa movie which gives message about responsibility, generalization, blood relationship, and wisdom. The main message which is often asserted in Paa movie is about responsibility. A mandate has to be done coincide with big responsibility. Then responsibility has power which has to be held as well as possible.

Finally, the researcher hopes that this research can be useful for the readers. Especially for English teachers and further researchers. This research focuses on literary work, exactly movie. This research can be used as the reference in teaching or learning about literary work.
ABSTRACT

Nafidah, Naisatun. 2016. Using Building Word Games Technique to Increase the Ability of Writing Narrative Text of the Eight Year Students Of SMPN 1 Karangbinangun in the Academic Year 2015-2016. A skripsi presented to the English department faculty of teacher training and education Lamongan Islamic University.

Advisor : (1) Madekhan, M.Pd, M.Si
           (2) Abdullah Farih, M.Pd

Key words : Building Word Games Technique, Writing ability, Narrative text

In learning English as a foreign language, the students should master four basic skills in English, namely: listening, speaking, reading and writing. Writing is one of the four basic skills that the students should be master. It is important element in teaching learning process. The purpose of this study is to using building word games technique to increase the ability of writing narrative text of the Eight Year Students of SMPN 1 Karangbinangun. This technique can improve student’s ability to learn the target language and make them enjoy in the teaching learning process. It supposes to motivates students to learn English actively by using building word games technique. Students also are encouraged to get long memorizing of the words to learning writing.

Procedure using building word games technique to teaching writing narrative text is The teacher divides students into 5 group consist of 4-5 students, The teacher asks a question or a topic for each group,The students arranging the word pursuant the topic by rotation to the next student. The method that is used in this research is the quasi experimental method by using test, to find out the significant difference between recent technique and building word games technique through the score pre-test and post-test. The research findings showed that the use of using building word games technique combined with the use of some supporting activities and classroom was proven to be effective to increase the students’ writing ability. It could get students’ attention and increased their learning motivation. It can help the students understand the story better. The students who just gained 44.54 in the pre-test, were able to increase their score up to 67.72 in the post test.

The result of analysis in the research showed that teaching writing by using building word games adequate success. Using building word games is effective, so it can be used as an alternative method in teaching writing narrative text based on the result of gained post-test student’s achievement at the second grade of SMPN 1 Karangbinangun Academic year 2015-2016. Based on the result of the study, the researcher recommends for the English teacher to try teaching writing narrative text by using building word games technique, especially in junior high school.
ABSTRACT


Advisors: (1) Dian Luthfiyati, M.Pd. (2) Abdullah Farih, M.Pd.

Keywords: Grammar, Elementary Students, Book

The objective of this research is to develop a grammar book for students of MI NU Darul Ulum Sarirejo in academic year 2015-2016. This study was concerned on how grammar book can be used in developing students’ learning in MI NU Darul Ulum Sarirejo.

This study was Research and Development (R&D) study. The subject of this study was elementary students of MI NU Darul Ulum Sarirejo. This study adapted the R&D model proposed by Hyland (2003). The steps of this study were conducting needs analysis, developing materials, getting expert validation, revising, try-out, revising again, and writing the final draft of grammar materials. There were two types of questionnaire for collecting data. The first was made to obtain the data for need analysis. The second was used to obtain the data about appropriateness of the book through expert validation. The data of questionnaire of the appropriateness of the book were analyzed quantitatively through descriptive analysis.

The result is grammar is also needed to the young learners. The grammar book for young learners is difficult to be found and most of students like a book which has colourfull and picture. It can motivate them to learn English. This grammar book help the teacher and students in the class. Based on the analysis of the data for the expert validation, the mean score of all aspect of the units in the scale of 1-5 is 3.5 which was in range of 3.1-4 and can be categorised as “very good”. Therefore, it can be concluded that developed material have been appropriate for elementary students.
ABSTRACT

Fahmi, Shokhibul. 2016. The effectiveness of using substitution drill method to teach vocabulary at fifth grade of MI Irsyadul Athfal Jatirembe-Gresik. Sarjana’skripsi. English Department. Faculty of Teacher Training and Education. Lamongan Islamic University.


Keywords: Substitution drill, Vocabulary.

Vocabulary holds a very important role in the English language. Vocabulary is a very important part in learning English. Because when a person wants to learn English first and then is to learn vocabulary, the school where the researcher by having teaching experience. The students difficulty in achieving a basic competency. This is Because the mastery of English vocabulary is not enough, this make it very disturbing achievement of competence. Often they have difficulty understanding the meaning of a word for reviews their understanding of vocabulary are relatively inadequate. Based on these reasons, using the method of substitution drill method in the raising of process teaching vocabulary for students learning English. Such research problems statements are: (1) Is there any effectiveness using substitution drill to teach vocabulary at the fifth grade of MI Irsyadul Athfal? (2) How is the students' response to using substitution drill to teach vocabulary at the fifth grade of MI Irsyadul Athfal?

This study uses a qualitative and quantitative pre-experimental design with one group pre-test and post-test. The study population was a fifth grade MI Irsyadul Athfal Gresik in the academic year 2015/2016. The research data was collected by using test and questionnaire.

Results of the study are: (1) activities in the implementation of the use of method of substitution drill, (2) the results of t-test is about the effectiveness in using substitution drill method. T-test result was 19.09 for students with df = 23 and higher than the t-table 0.05 level was 1.714 (3) analysis of the questionnaire results showed that the students' response to the use of method substitution drill in learning vocabulary is good.

Based on the above discussion, there is effectiveness and excellent response in using substitution drill methods to improve students' vocabulary. In line with the results, the researcher suggest to teachers in order to use this method with the best.
ABSTRACT

Fitriyah, Siti, 2016. Teachers Pedagogic Competence in Madrasah Ibtidaiyah Ihyaul Ulum Pendowolimo Karangbinangun Lamongan in Academic Year 2015-2016. Skripsi. English Education Department, Teacher Training and Education Faculty, Islamic University of Lamongan.

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

Key term: Teacher Competence, kompetence Pedagogic.

Pedagogic competence is the ability of teachers in manages learning learners. The purpose of research is to explain teacher competence pedagogic in Madrasah Ibtidaiyah Ihyaul Ulum Pendowolimo in terms of: (1) Characteristics of the learners toward mastery of the physical, moral, social, culture, emotional and intellectual, (2) Mastery against the learning theory and principles of learning that is educational, (3) Ability to develop curriculum that is associated with the effective development field, (4) Organizing development activities that educate, (5) Harnessing information and communication technologies for the benefit of organizing development of activities that educate, (6) Facilitate the development of potential learners to actualization various potentials, (7) Communicate effectively, empathetic, and polite with learners, (8) Do the assessment and evaluation of the process and the results of the study, making use of the results of the assessment and evaluation for the sake of learning, (9) Take action reflective for improved quality of learning.

The research in competence pedagogic because the ability to have teachers with regard to the character of learners, able to master the theory or principle of learning, able to develop existing curriculum, teachers are able to optimize their potential and evaluate learners in the class. Because at school MI Ihyaul Ulum Pendowolimo not enough to develop a curriculum so the researcher researching about competence ability while the teacher pedagogy must be have one teacher. Then from here the author would like to know how to develop curriculum, pedagogic competence and wanted to know in depth. The approach used in this study is a qualitative approach, descriptive method with observation forms. The results showed that the pedagogic competence in school Madrasah Ibtidaiyah Ihyaul Ulum Pendowolimo is in the category good because the teachers in this study were able to develop a curriculum and pedagogic competence with developing all good. From the results of this research in hope will become material information and input materials for students, labor researchers and all those and educational sciences.
This skripsi discusses about The Effect of Teaching Speaking Through Think Pair Share (TPS) Towards the Students’ Speaking Ability at the Eighth Grade of MTs Darussalam Getung Turi Lamongan in the Academic Year of 2015/2016. The problem of this study is “Do the students taught using Think Pair Share method achieve better speaking ability than those by conventional method at the eighth grade of MTs Darussalam Getung Turi Lamongan in the academic year of 2015/2016?”

In this research, the researcher used quasi experimental design. The independent variable of this research is the use of Think Pair Share method and the dependent variable is the students’ achievement of speaking skill. Then, the researcher used the Eighth grade students of MTs. Darussalam Getung Turi Lamongan in the academic year 2015/2016 as the population, and two classes as the experimental and control groups which consisted of 31-34 students as the samples.

Based on the result of testing hypothesis, the result of t-test calculation is 10.97 and t-table 2.04. It means that calculation of t-test is higher than t-table. So the alternative hypothesis (H_a) is accepted. From the result above, it can be concluded the students taught using Think Pair Share method have better speaking ability than those by conventional method. It can be shown through teaching Think Pair Share in the achievement of students in MTs. Darussalam Getung Turi Lamongan.

Based on the result of the study, the researcher recommends for the English teacher to try teaching Speaking through Think Pair Share, especially in Junior High School.
ABSTRACT

Sugiarti. 2016. “An Analysis Teaching and Learning Process of Reading Comprehension Strategies at Eighth a Grade SMP N 1 Deket Lamongan in the Academic Year 2015/2016”. Skripsi, English Department, Faculty of Teacher Training and Education, Islamic University of Lamongan.

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

Keywords : Strategy, Reading comprehension.

In learning English as a foreign language, the students should master four basic skills in English, namely: listening, speaking, reading, and writing. Reading is one of the four basic skills that the students should be master. It is an important element in teaching learning process. There are many techniques or methods that could be in teaching and learning process of reading comprehension. The purposes of this study are to describe the process of teaching to understand in teaching and learning process of reading at the eighth grade of SMP N 1 Deket Lamongan in the academic year 2015/2016.

The research uses descriptive qualitative design. The research is done through interview to the English teacher in eighth A class and observation in the class to see the process of teaching and learning about reading narrative text immediately. The researcher analize how the teaching and learning process in the class about the way to understanding the reading. This observation is used to know the teaching and learning process about understanding the reading.

Based on the result of the observation, teaching and learning process about the way to understand the reading of students who are very motivated in study to increase the ability of reading story of narrative text the easy and well to understand the context. The researcher suggest English teacher in order to teach the way to reading English text rightly, so it is understood what is the intention of the explanation easily.
ABSTRACT

Setiawati, Sulis. 2016. An Analysis on Stylistics of Poems ‘Shall I Compare Thee To A summer's Day ’ and ' Fairy's Song ' By William Shakespeare. Skripsi, English Department, Faculty of Teacher Training and Education, Islamic University of Lamongan.

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

Key words: Poem, Stylistics.

This study aims to describe the Stylistic variant of phonologic and semantics aspect in the poems of William Shakespeare, entitled 'Shall I Compare Thee To A summer's Day ' and 'A Fairy's Song '. The poems are the source of the data in this study. The object of the research is focused on the variations of Stylistic .i.e. (1) phonological which include alliteration, assonance, consonance, rhyme and rhythm, syllable, and (2) semantic which include figurative language, rhetoric, imagery and diction. This study is a literature review that uses the Stylistics approach. Data collection technique carried through three phases namely reading, identifying, and classifying the data. The analysis techniques used in this research is descriptive qualitative techniques.

The results showed aspects of phonology including alliteration dominated by [s], and [th] ; (2) assonance [ə]; (3) free/rhyme mix of some types of rhyme .i.e. cross rhyme, ring rhyme, and flat rhyme; (4) the rhythm dominate i.e. type iambic pentameter; (5) silabel which consists of pentasyllable, hendecasyllable, nonsyllable, octasyllable, heptasyllable and hexasyllable. Semantic aspects include: (1) the figurative language i.e. simile, metaphor and personification; (2) the rhetoric i.e. hyperbolas, and parallelism; (3) imagery consists of types visual imagery, kinaesthetic imagery, tactile imagery and auditory imagery; (4) the diction includes of connotation of denotation meaning. Thus, the researcher hopes that this study can provide knowledge to the readers about a branch of Linguistics, namely Stylistics.
Abstract

Sunah. Register Student. 061210117. The Effectiveness of Using TPS (Think-Pair-Share) strategy to Improve Students Reading Comprehension of The First Grade at MTs Irsyadul Athfal in Academic Year 2015/2016. Thesis. English Department faculty of teacher training and education Lamongan Islamic University (UNISLA). Advisor: Madekhan

Keywords: Effectiveness, Think-Pair-share Strategy, Reading Comprehension.

The background of this research discusses the effectiveness of using think-pair-share strategy to improve students’ reading comprehension. As we know that Reading is one of those, which is the process interaction between the reader and the text. Usually, to interact with the text the students find out some problem, like the meaning of vocabulary. And some of them feel that reading is boring activity. So, learning to read is an important educational goal. As an English teacher, we should help them to love reading activities which find out the interesting method or strategy in English teaching and learning, especially in mastering reading comprehension. Based on explanation above, the writer interested to find out the effect of treatment by Think-Pair-Share strategy to improve students’ reading comprehension of the first grade at MTs Irsyadul Athfal in academic year 2015/2016.

The problems proposed in this study are: (1) how is the students’ achievement in reading comprehension before being taught by using TPS strategy? (2) How is the students’ achievement in reading comprehension after being taught by using TPS strategy? And (3) is there any significant before and after being taught by using TPS strategy? Purposes of this research are: (1) to investigate the students’ reading comprehension before being taught by using TPS strategy. (2) To investigate the students’ reading comprehension after being taught by using TPS strategy. (3) To find out the significant differences of students’ reading comprehension before and after being taught by using TPS strategy.

Method of this research: This research uses pre-Experimental Design using quantitative approach with one group pre-test and post-test design. It is intended to find out any significant difference on the students’ reading achievement before and after taught using TPS strategy. The population of this study was all the 7th grade students at MTs Irsyadul Athfal. While, the sample was all students in class VII that consists of 17 students.

The techniques of collecting data used in this research are pretest and posttest. Pretest was given before the writer began the teaching learning process in class and post test was given after treatment.

To analyze the data the writer used t-test. The writer compares the score between before taught using TPS and after taught using TPS strategy. This technique is useful to know whether there is a significant different between two variable.
The data of this research is students score in pre-test and post-test, and to analysis that data the writer used t-test manual with formula:

\[
t = \frac{Md}{\sqrt{\sum x^2 d / N (N - 1)}}
\]

The result of this study showed that the mean of students’ score of pretest before they are taught being using TPS strategy to improve reading comprehension was (57, 9). While the mean of students score after they are taught being using TPS strategy was (80, 29). The t-count was (7.36), whereas t-table with significant level 5% was 2.12. So, t-count was greater than t-table. It means that Ha which states that there is significance different in using TPS strategy to improve students’ reading comprehension of the 7th grade at MTs Irsyadul Athfal is accepted. Whereas, Ho which states that there is no significant different in using TPS strategy to improve students’ reading comprehension of the 7th grade at MTs Irsyadul Athfal is rejected. In other words, TPS strategy to improve students’ reading comprehension can be used as an alternative strategy to improve students’ reading comprehension at junior high school, especially for 7th grade.
ABSTRACT

Machfudlo, Umiro, 2016. Teaching Reading Through Collaborative Method on The Tenth Grade Students at SMK NU Lamongan in Academic Year 2015/2016. English Department, Faculty Of Teacher Training and Education, Lamongan Islamic University.

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

Key words : Teaching Reading, Collaborative Method

Reading is considered as an important aspect in learning process. Due to that consideration, teacher should use an appropriate teaching techniques while teaching their students. One of the teaching techniques which can be used in teaching reading is collaborative method. In relation to the implementation of this technique in SMK NU Lamongan, English teacher in that school usually use this method in teaching reading. The students are seemingly active in the teaching learning process. Based on that coased on that condition. The researcher focuses on Teaching Reading by Collaborative Method. The problem of this study is; How is the procedure of teaching reading by employing collaborative method at the tenth grade of SMK NahdlatulUlamaLamongan?. The objectives the study os to describe the effective implementation of teaching reading by employing collaborative method at the tenth graders of SMK NU Lamongan in the academic year 2015/2016.

The researcher has used descriptive qualitative study. The subject of this study is the teacher and tenth graders, APK 1. This class consist of 25 students. The data of the study were collected through observation checklist, questionnaire, and interview.

The collected data in the form of students’ reading ability were analyzed qualitatively in the score by using descriptive statistic. The finding of study showed that the students’ reading ability at tenth graders of SMK NU Lamongan was good especially when applying the collaborative method.

So, the researcher suggests teacher to use the method of teaching reading by employing collaborative method which has been used frequently by the teacher. He believe that the method could bring some more benefits compared with other media and techniques. Teachers, in this case, should continue to apply this method because it gives motivation and increases the students’ interest to read.
ABSTRAK

Lutvia, Yeni Agustin. 061210122. 2016. An Analysis Of Pragmatic Error On The Students’ Junior High School Module Entitled “Let’s Learn English”. Skripsi, English Education Department, Teacher Training and Education Faculty, Lamongan Islamic University.

Advisors: 1. Tiara Retno Haryani, M.Pd
2. Riryn Fatmawaty, M.Pd

Keywords: Pragmatic Error, Error, Module.

The important thing on teaching and learning process is teaching material. Teaching material commonly provide information in written form which needed by the teachers in teaching and learning process. Teaching material is standard for teacher and students in reaching study goal (Sitohang, 2014:14). That means, the existence of teaching material has strategic function for gaining the goal of education. Module as the media in teaching learning process can be used by the teachers to explain the material and evaluate in the same time. The researcher is interested in doing the research the research about “Let’s Learn English” module. That module is used by the eighth grade students of SMPN 1 Karangbinangun.

According to the pre-view conducted by the researcher, it is found that there are some points to be corrected to make module better. Those points are syntactic and pragmatic errors that probably affected by first language interference. Here, the error that mostly found is pragmatic error. The researcher found some difficulties in teaching because the material used couldn’t provide good material which hard to understand by the students.

The method used in this research is a qualitative content analysis. The stage of this research is to read and analyze the type’s pragmatic error in that module. The data found in this research presented descriptively. The instrument in this research is the researcher themselves and data source is “Let’s Learn English” module. Analysis used in activity to data collection techniques.

The result of this research is there are twenty-four data contained in five kinds of pragmatic error like presupposition error, implicature error, reference error, deixis error and speech act error which found in the module. The presupposition error found nine data; the implicature error found eleven data, the reference error found two data and the deixis and speech act error found one data.

This research found two conclusions; the first conclusion is the researcher found that there are five kinds of pragmatic error. They are presupposition error, implicature error, reference error, deixis error and speech act error. The researcher found that there are nine data in presupposition error, two data in reference error and one data in deixis and speech act error. The most error found in implicature error, there are eleven data. The second conclusion is the researcher conclude that
the most pragmatic error which commonly happened is implicature error, there are eleven data
ABSTRACT

Rahmawati, Yulia Shanti, 2016. *A Study of Language Variation Used by The Fishermen in TPI Brondong Lamongan*. Sarjana’s Skripsi. English Department. Faculty of Teacher Training and Education. Islamic University of Lamongan.

Advisors : (1) Madekhan, S.Pd., M.Si (2) Abdullah Farih, M.Pd.

Keywords : Language Variation, Fishermen

Language and society are two things which cannot be separated from each other. It means that we cannot separate the language itself from the society who speaks it. Because the language is an important thing for human being as a social creature human being uses language in the social interaction which can be happen an everyware. A society dwelling in a certain region is generally divisible into smaller groups. Each of them has a certain characteristics differentiate one from the others. The certain characteristic of one group is characterized by using a language variation to interact to the society.

And this study attempts to describe the Brondong dialect used by the fishermen in TPI Brondong Lamongan and the social context. Because this study refers to sociolinguistic focuses on language variation is dialect. This study is qualitative research, the data is analyzed and the result of the analysis is in form of situation description.

The writer takes twenty informants as a data sources from the large population of the fishermen at TPI Brondong Lamongan to represent what the language variation (dialect) being used among them, but the writer does not limit the other informants to support the information due to reason that the data gathered from them are considered to be corrective and additional ones. To obtain the data, the writer does the observation and interview, the data are the form of word, phrases, sentences and expressions. The analysis began by classifying then in a certain situation and describing the social context of each expression.

Finally, it is conclude that the language used by the fishermen in TPI Brondong Lamongan varies according to social context in which the communication event takes place. And they usually use some strangers’ word and expressions for daily communication. Because Brondong society is since in the environment is full of voice and sounds made by the ship machine and sea waves. So, the variation language used by the fishermen is strange language.
ABSTRACT


Keywords: Vocabulary activity.

Vocabulary important to understand the mastery of the English language and his disciples are also often asked to determine classes of existing words in English. So that we can conclude Vocabulary in English is very important. As reinforcing the opinion that you can see so much benefit if you learn Vocabulary.

The implementation of English Song Method in the second year in class XI IPA of MA Maslakul Huda in academic year 2015/2016 can be concluded that English Song Method can improve student's vocabulary. It can be proved from the following fact.

First, the improvement could be seen from the increase of students’ means vocabulary score from 67.2 or 36% of the class percentages which pass the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) in the preliminary study, and 78.8 or 100% of the class percentages which pass the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) in the cycle.

Second, from the result of field notes, it showed that the class condition during teaching learning process creates the positive atmosphere in the classroom, and also help to easier the students in vocabulary comprehension of the English language.

Third, the result of the questionnaire showed that students gave positive responses to the implementation of English Song Method in the teaching learning process of vocabulary. Moreover, English Song Method would be the alternative strategy in teaching vocabulary.
ABSTRACT


Keywords : Reading Comprehension, Make A Match

This study was conducted to improve students' reading comprehension of the second grade at MTs. Muhammadiyah 2 Karangasem Paciran in 2015/2016 academic year using Make a Match method. The subjects of this study consisted of 26 students.

The method used in this study was Classroom Action Research (CAR). The classroom action research design applied in this study was a collaborative classroom action research. It meant that the writer collaborated with the English teacher of MTs. Muhammadiyah 2 Karangasem Paciran as an observer and collaborator. This study was conducted following Kemmis and McTaggart model with the following procedures of the action research: plan, action, observe, and reflect. The study was carried out in one cycle. the data were gathered in this study through interview, questionnaire, test, checklist and field notes.

The result of the study showed that there was an improvement of student's reading comprehension. Most of the students gradually gained good scores at the cycle I. The score of test in cycle I shows that all of 26 students pass with the score reaching the Minimum Passing Grade is 70. The data of the previous score shows that eight of 26 students pass with the score reach Minimum Passing Grade and 18 students who still not reach Minimum Passing Grade. In addition, there was a positive response from the English teacher about implementing the action. In conclusion Make a Match method could improve student's reading comprehension.
ABSTRACT

Sari, Hajar, Retno. (2016). *The Influence of Using Task-Based Approach as Teaching Method on the Speaking Mastery (a pre-experiment study of eight grade at SMPN 2 Paciran Lamongan 2015/2016)*. English Educational Faculty of Lamongan Islamic University.

Counselor: Muhammad Faizal Mubarok, M.Pd
Muhammad Nurman, M.Pd

**Keywords**: Speaking, Mastery, Task, Task-based Approach

Speaking is very crucial thing in studying English. It may be impossible everyone can use English well, if they don’t know and understand how to communicate in English. Spoken language was the first form of communication between human being. In other words, speaking is the first skill that though first when someone learns about the language. Students of SMPN 2 Paciran Lamongan have problems to speak, most of them shy and have a little vocabulary. This research, writer uses pre-experiment method by using one group pre-test and post-test design, where the writer do an experiment in a single group only. Task-based approach which was the students as the core unit of teaching learning process by doing task was choosen by the researcher to be the method of developing students’ speaking mastery. There are three phase of task-based approach, they are pre-task activities, task activities, and post task activities. After doing this method, researcher conclude that students felt happy and satisfied when teaching learning process occur. This research also gave pre-test and post-test to know the data of the improvement of the students’ speaking mastery. From the score of pre-test, it showed that the mean 69, the highest score is 77 and the lowest score is 61. In the other hand, most of them are under the KKM (80). After this method, researcher gave post test. The rate showed that the mean is 81, the highest score is 91 and the lowest score is 77. $d.b = N-1 = 46-1 = 45$, in the table, the value of $t_{0.05}$ is 1.68. So, there is a significant improvement in those test, because the value of $t$ in this research was higher than $t$ in the table. So, it can be said that task-based approach is one of the appropriate method in teaching speaking.
ABSTRACT

Hasanah, Mauidhotul. 2016. *The Effectiveness of Teaching Speaking by using Drama Technique at the Eleventh Grade Students of MA Al-Ishlah Sendangagung Paciran Lamongan in the 2015/2016 Academic Year*. Skripsi. English Department Faculty of Teacher Training and Education Lamongan Islamic University.

Advisor: (I) Mohammad Faizal Mubarok, M.Pd, (II) Moh. Nurman, M.Pd

Key words: Drama Technique, Teaching Speaking, Students Speaking Ability

The ability of speaking English is one of the objectives of language skills essential for learning English in school. Learning speaking using drama technique is to interest the students learning in speaking English. As seen as the side of habit, the students are tend to override speak English due to delivery of content in a monotonous class.

This research intends to determine the students speaking ability at eleventh grade of MA Al-Ishlah Sendangagung Paciran lamongan. There is one statement of the problem: *do the students taught by Drama technique have better speaking ability than those taught by non-Drama technique at the Eleventh Grade at MA Al-Ishlah Sendangagung Paciran Lamongan in the 2015/2016 Academic Year?*

This research is an experimental research with quasi–experimental design. The technique of data analysis is used statistic analysis method (T-test formula). The result of the test shown that t-test 2.42 or t-table 1.999 at level significance 5% for d.f 62. It means that the score is higher than t-table. Therefore, the hypothesis is accepted. So it can be said that Teaching Speaking by using Drama Technique toward the students’ speaking ability at the eleventh grade of MA Al - Ishlah Sendangagung Paciran Lamongan in the academic year 2015/2016 is effective.

It’s suggested To the Teacher the researcher suggested using Drama Technique to build up the students’ interest to English lesson. Drama Technique can make students get acceleration and fun in English learning, so the students will never get bored and will get quick success in English learning. This study is far from complete and the researcher hopes this study can support the further study that may be used as consideration for teaching and learning process in the future.
Being polite is important in people’s life because someone’s personality can be judged and seen through the way he or she constructs politeness strategy. Therefore, learning about politeness strategy is considered as important. This study is about the use of politeness strategies by main character in world war z movie. The purpose of this study is to find out how politeness strategies is constructed by Gerry Lane (the main character) and the motive behind the use of it. In this study, descriptive qualitative approach and Brown and Levinson’s theory about politeness strategies is used. Moreover, the data that have been collected through the process of watching movie, making transcription and classifying are analysed by several process. The result shows that there are twenty utterances from Gerry Lane that contain politeness strategies and Gerry Lane only uses three politeness strategies in the movie, those are: bald on record, positive politeness and negative politeness.
ABSTRACT


Keywords: *Teaching Speaking, Talking Stick, Students’ Speaking Ability*

Speaking is one of important skill in English because the main of most English learners can communicate orally using English. This skripsi investigate speaking is the big problem for students in learning English. The writer chooses Talking Stick as method to make students interested in studying and to improve their speaking ability.

This research used Pre-experimental design with quantitative data. The data is obtained from test (pre test-post test design). There are two variables, dependent variable, and independent variable. The dependent variable is students’ speaking ability and the independent variable is the Talking Stick method. The population of this research was the eleventh grade students of MA Ma’arif Al Muhtadi in Academic year 2015/2016 It consisted of 38 students. It was impossible for the researcher to assign the subjects randomly. In addition, in relation to the design of the research, pre-experimental this design was used for the situation in that the school only had one group.

The result of the problem shows that the value of t-test is 8.7 higher than the value of t-table with the degree of significance 5%, which is 2.026. Thus, using talking stick method toward the students’ speaking ability in teaching speaking is effective with the degree of significance 5%.

Finally, it is suggested to English teacher to use this method in teaching speaking. And it is suggested to further researchers to find other method which are more interesting and effective. So, the students can improve their speaking skill fast. The researcher hope this research can encourage or support the further researchers that may use it as consideration.
ABSTRACT


Keywords: Teaching Reading, facebook.

Reading is a process of interaction between the author with his language media and the reader with his language knowledge and knowledge of the world. The reader tries to interpret what the author has expressed in the written text. Simply put, our understanding of reading is best considered as the interaction that occurs between the reader and the text, an interpretive process.

Facebook is a social networking website that was founded by Mark Zuckerberg and launched on February 4, 2004 that allows users to add profiles with photos, contacts, or other personnel information and can join communities to connect and interact with other users, not only that but facebook also can used to learning media. So in this reseach the researcher will use facebook media to teaching reading. In this process learning the students must have facebook account so the students can joint in the group discussion on the facebook what the researcher provide. After that the researcher share some text and questions than the students discuss and answer what the researcher share.

In the teaching reading of a narrative text through distance learning methods using facebook writer wanted to know the process and influence. The existing population in this study is the students of Ma Al Muhtadi are 130 students, and the researchers also took a sample of eleventh grade are 38 students. The sample used was one group.

Then the data was taken, after obtaining the data and then the data systematically analyzed to determine the level significant. From the formulation of the above problems researchers get the following results: based research shows that the positive influence on students’ reading comprehension, and can be proved by the conclusion of 8.3 t-test was higher than the t-table 2715 or 2564 from 38 the number of students with the average value of 71.44 pretest and postest 67.47. So teaching reading through facebook the level of eleventh grade MA Al Muhtadi Sendangagung Paciran Lamongan is a positive influence.
ABSTRACT

Zilayati, Nur. 2016. The Implementation Of Conversation As The Students’ Activities In Learning Speaking Skill At Al-Ishlah Islamic Boarding School Lamongan In the Academic Year of 2015/2016. Skripsi, bahasa Inggris, FKIP, UNISLA. Advisor I: Mohammad Faizal Mubarok, M.Pd. and Advisor II: Moh. Nurman, M.Pd.

Keywords: Conversation activity.

An activity of conversation is an activity that doing and applying systematically to help the students in understanding and increasing the vocabulary as supplies in learning speaking skill. Activity of conversation apply with used several methods. One of them is drill method, brush up, telling stories, and role play. The problem of this research is: 1). How is the Implementation of conversation as the students’ activities in learning speaking skill at Al-Ishlah Islamic boarding school Lamongan in the academic year of 2015/2016? and 2). What are the students’ responses to the implementation of conversation their activities in learning speaking skill at Al-Ishlah Islamic boarding school Lamongan in the academic year of 2015/2016?

This research used qualitative research and the design is a case study design. In the data collection used observation, interview and documentation. Data analysis technique is done with data reduction, data display and conclusion.

The result of the data analysis can be concluded that, the first result, the application of conversation was done after praying Fajr by using drill method, brush up, telling stories, and role play. The application of drill method was the teacher repeat vocabulary and followed by the students. The application of brush up method was students review material that has been taught. The application of telling stories method was students make story and retell the story. Then, the application of role play method was the students form a line pairs and carry out the dialog with using dictionary student. The second result, The students’ responses to the activities of conversations that from these activities, the students can study language more widely. Then, the students get the knowledge, so can speak with friend use English language, so can add the new vocabulary and know about the vocabulary that unknown, so the students can apply the language. Futhermorecan, the students can add new the vocabulary to everyday language and also can fluent in learning speaking skill.

Then, the researchers suggested to the teachers of English to more creative in implementing other teaching strategies in order that the students able to learn their speaking skill better.
**ABSTRACT**


Keywords: Writing Ability, Clustering Technique

Writing is basic language skill that becomes the complex skill to master for the learners. Writing is a productive skill that involves the way to generate and organize the ideas in written form. To help students solved these problems, it needs another technique more interesting in teaching writing. There are a lot of techniques in teaching writing. The writer would like to propose a technique which is “Clustering Technique”.

The problem of this research is: 1). How can Students’ Writing Ability of the First Grade at SMA DarulRohmahLaren in the Academic Year of 2015/2016 be improved by using Clustering Technique? and 2). How can Clustering Technique increase the students’ active participation of the First Grade at SMA DarulRohmahLaren in the Academic Year of 2015/2016 in the classroom?

The research design used in this study is Classroom Action Research (CAR). This research consisted of one cycles and this cycle consisted of four steps, they were: Planning, acting, observation, and reflecting.

The minimal standard criteria of the students’ writing ability is 75. This study is called successful if 80% of students achieve the Minimum Passing grade. The result of the data based on the result of the students’ writing product, there was better improvement of students’ score from the students’ writing in this cycle. The mean score in pre-liminary study was low and score of writing test in the first cycle was 80% of students achieve the Minimum Passing grade. It means that there was score improvement. The students who passed the Minimum Passing Gradewere 19 students or 86.3% if itcalculated into class percentage. It indicated that the firstcriterion of success has been achieved.

The researcher concludes that teaching writing using clustering technique at SMA Darul Rohmah Laren can improve their writing ability.
Learning vocabulary is very important for the students, due to it becomes one of crucial language component in learning English. Most students of fifth grade of MI Al-hidayahMangkuajar feel bored in English learning especially vocabulary material, it is because the way of teaching that is monotonous. Therefore, the researcher wants to improve the students’ vocabulary in learning vocabulary by using modified domino cards.

The aim of researcher is to figure out how much an increased vocabulary students use a modified domino cards, than students who did not use a modified domino cards in vocabulary learning. And researchers also know how far the implementation of a modified domino cards as a medium of teaching vocabulary.

In this research, the researcher used pre-experimental design one group (pre-test and post-test). The population was the fifth year students of MI Al – HidayahMangkuajar that consist 21 students. The researcher chose this class and took the entire the students to be the ample. The instrument of the study took from test. For collection data, the researcher gave pre-test, treatment and post-test. The test consisted of 10 questions by using essay to know the development students.

Based on the result of test, it is known that the result of t-test is 4.183and t-table is 2.086 at level significance 0.05 with df 20 from N 21-1 = 20. The score t-test was higher than t-table. It means that there was improvement or significant value before and after giving treatment using modified domino cards. Based on the statement, the alternative hypotheses (Ha) is accepted. While, null the hypothesis (Ho) was rejected or refused. So, the use modified domino card to improve students vocabulary mastery at the fifth year students of MI Al – HidayahMangkuajar in the 2015-2016 academic year was effective.

Finally, the researcher recommends that modified domino cards can be used by the teacher, because to improve in teaching and learning process. To the students’, they should to be motivated in English learning especially in learning vocabulary, and to the next researcher can be conducted better research by developing the other positive values of modified domino card game as teaching media in teaching learning process.
ABSTRACT

Rini, Yuyun Prasetiya, 2016. The effectiveness of using Scrabble Game to Enrich Students’ Vocabulary Mastery in Seventh Grade of SMP Negeri 5 Lamongan in Academic Year 2015/2016. Skripsi. Graduate Program in English Department. Faculty of Teacher Training and Education. Lamongan Islamic University.

Advisors : (1) Mohammad Nurman, M.Pd (2) Husen, S.Ag, M.Pd

Keywords : Scrabble Game, Vocabulary Mastery

Vocabulary is one of the important language components. It should be taught to support the students’ mastery on the four language skills. It is known that the most complex thing in English is vocabulary. Furthermore, vocabulary is a vital component in a language, because it appears in every skill of language, listening, speaking, reading, and writing skill. Many students realize that their vocabulary is limited so that they have difficulties in expressing their idea. Therefore, it is important for the teacher to decide it good teaching technique and effective media in teaching vocabulary. Based on the reason previously, the research has one problem is scrabble game effective to enrich the Students’ Vocabulary Mastery in Seventh Grade of SMPN 5 Lamongan in the Academic Year 2015/2016?

In this study, the researcher observed the seventh grade of SMP Negeri 5 Lamongan. As the sample is seventh A class, that consists 20 students. The data of this study were taken from observation and test. For collecting data researcher gave pre-test, treatment and post-test. Pre-test consisted of 30 questions while the post-test was also 30 questions. The researcher use t-test to compare the t-statistic with the t-table.

The result of this study shows that t-value is 6.9512 , it is higher than t-table 2.093 and with degree of freedom (df) is 19. It means that there is a significance difference between the results of pre-test and post-test which proves that game scrabble is effective to enrich the students’ vocabulary mastery in seventh grade of SMPN 5 Lamongan in the Academic Year 2015/2016.

Finally, the researcher suggest to the teachers that can use scrabble game to motivate the students in learning English vocabulary.
ABSTRACT

Muniroh, Tuhfatul. 2016. *The implementation of teaching writing by using Facebook group as an instructional media at the eleventh grade of MA Ma’arif 19 HasyimAsy’ari in the Academic Year 2015-2016*. Skripsi. English Department. Faculty of Teacher Training and Education, Islamic University of Lamongan.

Advisors (I) : Madekhan, S.Pd., M.Si
(II) : DiahAstuty, M.Pd

Key words : Writing, Social Networking Site, Instructional Media

Education should be completed by various instructions that provide a pleasure education and make the student feel enjoyable for learning. Nowadays, the most popular media that attract students’ interest is social networking site. This is one of many reasons that educators have begun to integrate social networking site into their classroom environment. In the study, the researcher tries to describe about the implementation of teaching writing by using Facebook group in the senior high school’s students when implemented as an instructional media.

In the study, the researcher use qualitative method to describe about the implementation of teaching writing by using Facebook group as an instructional media at the eleventh grade of MA Ma’arif 19 HasyimAsy’ari. Whereas a case study is chosen as the design of the study. The research instruments that used are interview, questionnaire, and observation. They are used by the researcher to collect the data. The participants of the study are the eleventh grade students, where teaching writing by using Facebook Group is implemented. Whereas the number of the participants of the study are 26. The study is conducted through interviewing, surveying, and observing high school students as they engage in a virtual classroom environment. By observing a classroom teacher that integrates the social networking site, Facebook, into the daily instructional practices, data is collected and analyzed in relation to student engagement and overall classroom behavior. In order to ensure reliability and trustworthiness of the study, the researcher uses multiple methods ensured that the researcher provide a full and accurate picture of the phenomenon being studied. There are peer review, bias clarification, triangulation, and member checking.

The result showed that teaching by using writing Facebook was a prime example of an educational environment in which students can interact with their classmates as well as instructor comfortably and motivate each other to academic success. Moreover, the students feel comfortable in teaching writing by using Facebook group as the instructional media.

Finally, when conducting this study the participants were specifically targeted due to the implementation of Facebook already taking place, in order for Facebook to be beneficial in classroom environments students and teachers must have access to the technology as well as the appropriate resources for all students to utilize it. Whereas, in other schools that the students may not have as much access to technology, may not get benefit from the effect of social networking site for their classroom activities.
ABSTRACT

Layli, Widya Nurul 2016. Analysis of Code Mixing found in the Oriflame Catalogs. Skripsi, English Education Department Faculty of Teacher Training and Education Islamic University of Lamongan.

Advisors: (1) Mohammad Faizal Mubarok, M.Pd.
(2) Moh. Nurman, M.Pd.

Key words: Code, Code Mixing, Catalog.

At bilingual and multilingual society, people are frequently undivided of using more than language. So unwittingly or not they diver one language into another language called code. Basically a tendency to mixed code is more likely to occur in the spoken language, but instead of code mixing can also occur in the writing of the discourse in newspaper, magazines, or catalogues are exposed by their specific reasons. According to the expert there are several types of code mixing. From these types are what makes the researcher to analyze. So the formulation of the problem defined in this study are (1) What are types of code mixing found in Oriflame Catalogs. (2) What are the most common type found in Oriflame Catalogs?

In this study the researcher used a qualitative descriptive method by collecting data that written in oriflame catalogs. So classified it according to the type of each and provide a brief description of the analysis of the data. The analyze focused on types of events over the code mixing application of find the selection of events is based on two language have been randomly in catalogs. The results of the analysis are displayed in the form of number percentage and in tabular form.

Based on the data analysis, it was concluded that Indonesia use oriflame catalog that in English, insert of vocabulary and phrase Language (insertion), (alternation), and (kaksimalitation). Finally, the researchers expect the results of this research as one of the references for the study of language intervention code. For other researchers who also put their main concern in Sociolinguistics’ study and linguistics research on code mixing to have further research in different contexts or other object/domain.
ABSTRACT

Novitasari, Devi. 2016. The effect of using Engage, Study, and Active (ESA) toward student’s speaking ability at the tenth grade students of SMK Nahdlatul Ulama Lamongan in the academic year of 2015/2016. Skripsi, faculty of teacher trainer and education, English department, Lamongan Islamic University.

Advisor : (1) Madekhan, S. Pd., M. SI (2) Drs. Rusdjan M. Pd.

Key words : Effect, Speaking Ability, ESA

This study aimed to measure the effect of using ESA (Engage, Study, and Active) toward student’s speaking ability. Subject of this study is students at tenth grade they are X Ak and X Apk, consist of 48 students.

In this study, the researcher choose experimental design. Experimental design use to measure the effect of ESA (Engage, Study, and Active) towards the student’s speaking ability. Sample of this study are 48 students at the tenth grade of SMK Nahdlatul Ulama Lamongan. To collecting the data the researcher uses t-test to measure ESA is effective or not to improve the students speaking ability. The researcher analyzes the data using independent sample t-tes. To compute the data the researcher used t-tes.

Based on the test result, it is known that the result of t-test is 2.90 and at t-table is 2.507 at level significant 0.05 /2 =0.025 for df 22. This score is higher than t-value. It means there is effectiveness. Therefore the hypothesis is accepted. It means that there are effect of using Engage, Study, and Active (ESA) toward student’s speaking ability at tenth grade students of SMK Nahdlatul Ulama Lamongan in the academic year of 2015/2016.

Finally, some recommendations are for the English teacher, the students and the further researcher. The teacher is suggested to implement this technique in speaking class. The students are suggested to improve their speaking and for the further researcher. They are expected to conduct the research on other skill use whatever technique but the technique should be suitable and interesting.
ABSTRACT

Adhif, M. 2016. An Analysis of Character To Reveal The Theme In A Novel Bound Written By Okky Madasari. Skripsi, English Department, Faculty of Teacher Training and Education, Lamongan Islamic University.

Advisors: (1) Mohammad Nurman, M.Pd 
(2) Husen, S.Ag.M.Pd

Keywords: Character, Theme

Literature and life have two dimensions which have strong relations. Literature is a work of imagination provides a story of diverse characters, condition, and the aspect of life. It shows a life which is the imitation of real life using a language as its medium. Every novel in the world has the same elements namely theme, plot, setting, character, point of view, style, language, mood, and tone, these elements play a very important role to create the unity of the story in order to reveal the complexity of the content, but in this skripsi, the researcher limit the discussion about the main characters and minor characters analysis to reveal the theme in the novel Bound.

The design of the research was qualitative research. The collecting the data used the form of words of pictures rather than numbers. In another side, the quality shows artless side that describe something, such as condition, events, and excetera. The step of collecting data in this research were First, reading the novel Bound, written by Okky Madasari. Second, selecting the materials or sources are with the problems and the purpose of the study. Third, conducting survey towards paragraphs and dialogues in the novel. Fourth, choosing the data related to the problems that will be investigated. The source of data in this research is the original novel Bound by Okky Madasari was published on 2014. It consists 19 chapters and 273 pages.

Having analyzed the characters in such a way, the researcher finds that the major problems of the characters, is concerning with the society which cannot accept their attitudes and behavior, especially their ideas. The narrator of Bound creates them as the ones who are not line with the standards of the society. There is Sasana whose ambition is considered as a freedom man free from bound in his family. Or Jaka Wani who aims to be a famous musician from street way.

Having analyzed the characters in such a way, the Researcher finds that the core of the theme is about a struggle arises between two main characters, Sasana and Jaka Wani, in the search for freedom from all restraints from those of the body, to restraints imposed by tradition and family, society and religion, to economic domination and the shackles of authority.

The researcher would like to suggest to use this Novel Bound because the author tries to show that what one think is good, does not mean that is also considered good by the society. Here, the author also wants to show the moral education of how to behave in society and family.
ABSTRACT

Nafisah, Durrotun, 2016. An Analysis of Derivational Words in the Script of Obama’s Speech. Skripsi. English Departement Faculty of Teacher Training and Education Islamic University of Lamongan.

Advisors : 1. R. Chusnu Yuli Setyo, M.Pd
           2. Drs. Syarif Hidayatullah

Key Word : Derivation, prefix, suffix

In this study the researcher derivation in the script of Obama speech in three problems, they are: (1) What derivation words are found in the script of Obama speech (2) What kinds of derivation word are frequently used in the script of Obama speech. The purpose of the study is to know derivation word.

The method used in this research is Qualitative method. The data analysis is using textual analysis, and the most of process will be analysis in script of Obama speech. The data collection of this Skripsi uses script of Obama speech.

The methods used in this research are Qualitative method. The collection data of taken from Script of Obama Speech. Techniques data collection in this thesis the Obama speech using text and most of the processes will be analyzed by means of observation Indirect or textual analysis.

Based on the Discussion, An Analysis of Derivational in the Script of Obama’s speech. There are some of the categories in the analysis of derivation. That is composed of a prefix and suffix. Here researchers try to analyze the derivation, to see what the prefix and the suffix are there inside Script of Obama Speech.

The results of the data analysis derivation the researchers found in the script of Obama speech are derivation noun, derivation adjective, derivation verb and derivation adverb. Based on the findings of derivation word are frequently used in script of Obama Speech is derivation adjective. Researchers hope in the study can be useful for the reader. In order to know, what change the derivation a change and mean.