

# PROSIDING *Seminar Nasional*

HASIL PENELITIAN PENDIDIKAN DAN PEMBELAJARAN

“Rekonstruksi Kurikulum dan Pembelajaran  
Berbasis Karakter”



SEMNAS STKIP PGRI JOMBANG



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## KATA PENGANTAR

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Pendidikan karakter dewasa ini merupakan sebuah tuntutan untuk dapat meningkatkan kualitas moral dalam kehidupan manusia khususnya di Indonesia, terutama di kalangan peserta didik. Sekolah dituntut untuk memainkan peran dan tanggung jawab dalam menanamkan dan mengembangkan nilai-nilai dan membantu para peserta didik membentuk dan membangun karakter dengan nilai-nilai yang baik. Pendidikan karakter diarahkan untuk memberikan tekanan pada nilai-nilai tertentu seperti rasa hormat, tanggung jawab, jujur, peduli, adil, dan membantu peserta didik untuk memahami, memperhatikan, dan melakukan nilai-nilai dalam kehidupann sehari-hari.

Untuk mempersiapkan keberlangsungan kehidupan masyarakat dan bangsa yang lebih baik di masa depan dapat ditandai oleh pewarisan budaya dan karakter yang telah dimiliki masyarakat dan bangsa. Dalam proses pendidikan budaya dan karakter bangsa, secara aktif peserta didik harus mengembangkan potensi dirinya, melakukan proses internalisasi, dan mampu menghayati nilai-nilai menjadi kepribadian dalam bergaul di masyarakat. Juga, diharapkan dapat mengembangkan kehidupan masyarakat yang lebih sejahtera, serta kehidupan bangsa yang lebih bermartabat.

Kegiatan Seminar Nasional Hasil Penelitian Pendidikan ini merupakan wujud usaha menanggapi dan upaya mengembangkan sumber daya manusia dalam menyiapkan generasi muda yang berkarakter. Untuk mewedahi para peneliti, akademisi dan para pengembangan sumber daya manusia terselenggarakan kegiatan seminar ini dengan Tema “Rekonstruksi Kurikulum dan Pembelajaran Berbasis Karakter”. Hasil pemikiran, kajian, dan penelitian ini diharapkan dapat dijadikan rujukan bagi para peneliti, pendidik dan para pengembang sumber daya manusia untuk menghasilkan generasi muda yang cerdas, kompetitif, dan berkarakter.

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Dr. Wiwin Sri Hidayati, M.Pd.



## DAFTAR ISI

Halaman Sampul	i
Halaman Hak Cipta	ii
Personalia	iii
Kata Pengantar	iv
Daftar Isi	v
<b><u>KEYNOTE SPEAKERS</u></b>	1 – 2
<b>Rekonstruksi Kurikulum dan Penguatan Pendidikan Karakter</b> <i>Prof. Dr. Waras Kamdi, M.Pd.</i>	3 – 11
<b>Kerangka Dasar Kurikulum Program Studi</b> <i>Prof. Dr. Ismet Basuki, M.Pd.</i>	12 – 37
<b>Membaca Sastra, Memetik Gagasan Filosofis, dan Menuai Karakter</b> <i>Dr. Siti Maisaroh, M.Pd.</i>	38 – 52
<b><u>PRESENTASI 1</u></b>	53 – 54
<b><i>Sub Tema: Pembelajaran Integratif</i></b>	
<b>Konstruksi Pembelajaran Berbasis Karakter Sebagai Upaya Mengembangkan Karakter Disiplin di Perguruan Tinggi</b> <i>Diah Puji Nali Brata &amp; Winardi</i>	55 – 67
<b>Faktor-Faktor Yang Mempengaruhi Karakter dan Perilaku Keagamaan Mahasiswa STKIP PGRI Jombang 2016-2017</b> <i>Mindaudah &amp; Firman</i>	68 – 78
<b>Model Tadzkirah dalam Menumbuhkan dan Mengembangkan Nilai- Nilai Karakter Anak Usia Dini</b> <i>Ridwan</i>	79 – 90
<b>Pendidikan Karakter dalam Proses Pembelajaran Kepala Sekolah dan Guru (Suatu Analisis Memimpin dengan Hati Nurani)</b> <i>Wiwik Widiyati</i>	91 – 104
<b>Gerakan Literasi Pada Anak Bermasalah dengan Hukum (ABH) Shalter Rumah Hati Melalui Model Pembelajaran Perilaku</b> <i>Zuly Ika Damayanti &amp; Susi Darihastining</i>	105 – 120
<b>The Use of Movie Trailers in Teaching Narrative Texts</b> <i>Umi Halimatus Saidah &amp; Aang Fatihul Islam</i>	121 – 129
<b>Implementasi <i>Contextual Teaching and Learning</i> untuk Meningkatkan Aktivitas dan Hasil Belajar Siswa Kelas VII MTs Roudlotun Nasyi'in Mojokerto</b> <i>Afifatur Rohmah</i>	130 – 141

<b>Upaya Meningkatkan Hasil Belajar Matematika Siswa Kelas V SDN Pulosari II Bareng Jombang Melalui Penerapan Model Pembelajaran Kooperatif Tipe <i>Two Stay-Two Stray (TSTS)</i></b> <i>Agung Prasetya Adi</i>	142 – 150
<b>Berbagai Variabel Pemicu Minat Berwirausaha Para Pewirausaha Muda di Jawa Timur</b> <i>Agus Prianto</i>	151 – 170
<b>Peningkatan Aktivitas dan Hasil Belajar Matematika Melalui Model Pembelajaran Kooperatif Tipe <i>Team Assisted Individualization</i> Pada Siswa Kelas VIII SMP Sunan Ampel Jombang Tahun Pelajaran 2016/2017</b> <i>Aidatul Fitriyah</i>	171 – 180
<b>Peningkatan Aktivitas Belajar Peserta Didik Melalui Model <i>Inside Outside Circle (IOC)</i> dalam Pembelajaran Matematika Kelas XI MIA 4 SMA Negeri Mojoagung Tahun Pelajaran 2016/2017</b> <i>Angger Dewi Purwati</i>	181 – 193
<b>Pengaruh Penggunaan Model Pembelajaran <i>Logan Avenue Problem Solving (Laps-Heuristik)</i> Terhadap Hasil Belajar Matematika</b> <i>Ani Fitriyah</i>	194 – 202
<b>Penerapan Model Pembelajaran Kooperatif Tipe CIRC (<i>Cooperative Integreted Reading Composition</i>) Untuk Meningkatkan Hasil Belajar Siswa Kelas VII</b> <i>Ani Musfiroh</i>	203 – 212
<b>Pengaruh Model Pembelajaran Kooperatif Tipe <i>Team Games Tournament (TGT)</i> Terhadap Hasil Belajar Matematika Siswa Kelas VIII SMP Negeri 1 Peterongan Jombang Tahun Ajaran 2016/2017</b> <i>Anis Wahyu Rahmawati</i>	213 – 220
<b>The Effectiveness Of Teaching Vocabulary By Using Word Wall On Vocabulary Mastery</b> <i>Anita Soraya Yulita &amp; Daning Hentasmaka</i>	221 – 229
<b>Perbedaan Hasil Belajar Matematika Siswa Kelas VIII Sebelum dan Sesudah Penerapan Model Pembelajaran Kooperatif Tipe <i>Think-Talk-Write</i> di SMPN 5 Jombang</b> <i>Annisa Maya Sabrina</i>	230 – 239
<b>An Analysis Directives Illocutionary Acts in English Teaching Learning At Tenth Grade of Sman 1 Ngimbang</b> <i>Ari Wahyu Vidyanti</i>	240 – 245



<b>The Effectiveness of Using Rod Puppet in Teaching Speaking at SMPN 1 Kertosono</b> <i>Ariestia Wulandari</i>	246 – 253
<b>Analisis Penerapan Kurikulum 2013 Pada Mata Pelajaran Ekonomi di SMA Negeri 2 Jombang</b> <i>Arif Akhmadain</i>	254 – 260
<b>The Effectiveness of Writing Diary in Teaching Writing Recount Text at The Eighth Grade Students of SMP Negeri 1 Kudu Jombang</b> <i>Ayu Oktavia Vidayanti</i>	261 – 270
<b>Pengaruh Penerapan Model Pembelajaran Kooperatif Tipe <i>Think Talk Write</i> Terhadap Hasil Belajar Matematika Siswa Pada Materi Operasi Bentuk Aljabar</b> <i>Ayu Rahmawati Hanifah</i>	271 – 282
<b>Perbedaan Hasil Belajar Matematika dengan Menggunakan Model Pembelajaran Kooperatif Tipe <i>Two Stay Two Stray</i> dan Model Pembelajaran Langsung</b> <i>Baiti Jannati</i>	283 – 296
<b>Modifikasi Pembelajaran Media Bola Gantung untuk Meningkatkan Hasil Belajar Sepak Mula Bawah (Servis) Sepak Takraw Pada Peserta Didik Kelas V SDN Terusan 3 Gedeg Mojokerto</b> <i>Bambang Tri Hatmoko &amp; Kahan Tony Hendrawan</i>	297 – 305
<b>Implementasi Model Pembelajaran Kooperatif Tipe <i>Course Review Horay</i> Pada Materi Kelipatan Persekutuan Terkecil dan Faktor Persekutuan Terbesar</b> <i>Candra Juwita</i>	306 – 317
<b>An Analysis on the Reflection of Javanese Politeness in Refusal Strategy by Javanese Speaker Studying EFL in STKIP PGRI Jombang</b> <i>Choirotun Ni'mah</i>	318 – 327
<b>The Use of Story Book: Moral Stories Media to Teach Reading Comprehension at The 8<sup>th</sup> Grade of SMP N 1 Mojoagung</b> <i>Desi Puspitasari</i>	328 – 336
<b>Kemampuan Siswa dalam Menyelesaikan Soal <i>Superitem</i> Berdasarkan Tingkat Kemampuan Matematika Siswa di SMP Negeri 2 Tembelang Jombang Tahun Pelajaran 2016/2017</b> <i>Desi Wulandari</i>	337 – 349
<b>Perbedaan Hasil Belajar Matematika Antara Metode Pemberian Tugas Diskusi Kelompok dan Individual</b> <i>Devi Kristianti</i>	350 – 361



<b>Pengaruh Model Pembelajaran Kooperatif Tipe <i>Group Investigation</i> Terhadap Hasil Belajar Matematika Siswa Kelas VIII SMP Negeri 1 Peterongan Tahun Ajaran 2016/2017</b> <i>Dewi Puspita Sari</i>	362 – 369
<b>Perbedaan Motivasi dan Hasil Belajar Matematika Peserta Didik Kelas VIII SMP Negeri 2 Perak Terhadap Model Pembelajaran Kooperatif Tipe <i>Cooperative Script</i></b> <i>Dian Kurniati</i>	370 – 380
<b>Upaya Meningkatkan Hasil Belajar Matematika Siswa dengan Menggunakan Strategi <i>Genius Learning</i> Pada Kelas V SDN Blimbing 2 Kesamben Jombang</b> <i>Dwi Aprilia Surya Ningrum</i>	381 – 391
<b>Perbedaan Hasil Belajar Matematika Siswa dengan dan Tanpa Model Pembelajaran Kooperatif Tipe SNH (<i>Structured Numbered Heads</i>) SMAN Bandarkedungmulyo</b> <i>Dwi Masito</i>	391 – 401
<b>Analisis Kesalahan Siswa SMA Kelas XI dalam Memecahkan Masalah Ekstrim Fungsi Berdasarkan Kemampuan Matematika</b> <i>Dwi Ratnasari</i>	402 – 411
<b>Penerapan Teknik Tari Bambu Untuk Meningkatkan Aktivitas dan Hasil Belajar Siswa Kelas Ix Mts Negeri Sumobito</b> <i>Efi Masruchah</i>	412 – 417
<b>Improving Reading Skill By Using Cooperative Script Method at The Eight Grade Students of SMP Negeri 2 Kabuh Jombang</b> <i>Eka Prasta Wati</i>	418 – 426
<b>Peningkatan Hasil Belajar Matematika Melalui Strategi Mastery Learning Pada Siswa Kelas XI IPS SMAN Bandarkedungmulyo Jombang</b> <i>Eka Setyarini Nuur</i>	427 – 436
<b>Upaya Meningkatkan Aktifitas dan Hasil Belajar Matematika Peserta didik Melalui Media Pembelajaran Multimedia Berbasis Komputer</b> <i>Ekida Wimpi Noerairin</i>	437 – 445
<b>Pengaruh Penerapan Alat Peraga Papega Terhadap Aktivitas dan Hasil Belajar Siswa Pada Materi Operasi Perkalian Kelas IV-A MI Al-Ma'ruf Beyan</b> <i>Endah Dwi Wahyuningsih</i>	446 – 456
<b>Penerapan Metode Jarimatika untuk Meningkatkan Hasil Belajar Siswa Tuna Netra Kelas III SLB Negeri Jombang</b> <i>Endry Prihatma</i>	457 – 463



- Pengaruh Pendekatan *Contextual Teaching And Learning* Terhadap Hasil Belajar dan Aktivitas Siswa Pada Materi Kesebangunan di Kelas IX SMPN 1 Wonosalam Tahun Ajaran 2016/2017** 464 - 472  
*Erin Marta Lina*
- Meningkatkan Hasil Belajar Siswa Melalui Metode Pembelajaran *Problem Solving* di SMP Negeri 1 Sumobito Jombang Tahun Pelajaran 2016/2017** 473 - 477  
*Erni Irawati*
- Perbedaan Hasil Belajar Matematika Menggunakan Model Pembelajaran Kooperatif Tipe *Cooperative Scripts* dan Model Pembelajaran Langsung** 478 - 486  
*Erwinnanda*
- Peningkatan Kemampuan Berbicara Siswa Melalui Model Bermain Peran Berbasis Nilai-Nilai Moral dan Pendidikan Pada Pelajaran Bahasa Indonesia di Kelas XI MIA 5 SMA Negeri 1 Jombang** 487 - 500  
*Esthiningsih*
- Upaya Meningkatkan Aktivitas Dan Hasil Belajar Siswa Melalui *Strategi Pembelajaran Everyone Is A Teacher Here*** 501 - 509  
*Esty Saraswati Nur Hartiningrum & Ayu Indah Wahyuningtiyas*
- Pengaruh Metode Pembelajaran Kumon Terhadap Hasil Belajar Matematika Tahun Pelajaran 2016/2017** 510 - 518  
*Evi Rachma Wati*
- Ketepatan Penggunaan Istilah Pada Pembelajaran Pendidikan Jasmani Materi Permainan Bola Besar Siswa Sekolah Menengah Pertama Negeri Kecamatan Bangkalan** 519 - 527  
*Fajar Hidayatullah*
- Peningkatan Kemampuan Menulis Paragraf Deskripsi Menggunakan Media Powerpoint Pada Siswa kelas IV SDN Alang-Alang Caruban I Jogoroto Jombang Tahun Pelajaran 2016-2017** 528 - 533  
*Fathur Rohman*
- The Effectiveness Of Chain Story Game In Teaching Writing Of Recount Text (An Experimental Study at Eight Grade Students of SMPN 2 Jogoroto in the Academic Year 2016/2017)** 534 - 540  
*Feni Fidayanti*
- Perbedaan Hasil Belajar Matematika Dengan dan Tanpa Menggunakan Model Pembelajaran Kooperatif Tipe *Course Review Horay*** 541 - 548  
*Fithrotul Seftia*

<b>Aplikasi Pembelajaran <i>E-Learning</i> Untuk Meningkatkan Hasil Belajar Matematika Siswa SMK</b> <i>Gama Ziza Lutfitasari &amp; Ririn Febriyanti</i>	549 – 559
<b>Improving Students' Writing Ability By Using Guided Question And Answer Technique At The Tenth Grade Of Ma Hasyim Asy'ari Jogoroto Jombang In Academic Years 2016/2017</b> <i>Gita Nilasari</i>	560 – 569
<b>Penerapan Model <i>Realistic Mathematic Education</i> (RME) Untuk Meningkatkan Hasil Belajar Matematika Siswa Kelas VIII MTs Miftahul Ulum Cermenan Ngoro Tahun Pelajaran 2016/2017</b> <i>Gita Wariati &amp; Oemi Noer Qomariyah</i>	570 – 582
<b>The Effectiveness Of Cooking Academy Game In Teaching Writing On Procedure Text</b> <i>Githa Herris Pratiwi</i>	583 – 590
<b>Implementasi <i>Cooperative Learning Type Auditory Intellectually Repetition</i> Untuk Meningkatkan Kemampuan Komunikasi Siswa MI Al-Asy'ari Keras Diwek Jombang</b> <i>Heni Kartining Tias &amp; Ama Noor Fikrati</i>	591 – 603
<b>Penerapan Pendekatan Matematika Realistik Meningkatkan Hasil Belajar Matematika Siswa di MI Salafiyah Syafi'iyah Seblak Jombang</b> <i>Ida Safitriah</i>	604 – 614
<b>Penerapan Pembelajaran Kooperatif Tipe Jigsaw Untuk Meningkatkan Hasil Belajar Siswa Kelas X-APK 1, SMKN 1 Sooko</b> <i>Idcha Kurniawati</i>	615 – 624
<b>Penerapan Model Pembelajaran Kooperatif Tipe GNT (Guide Note Taking) Untuk Meningkatkan Hasil Belajar Matematika Siswa Pada Materi Pokok Himpunan di Kelas VII MTs Negeri Mojoagung Tahun Pelajaran 2016/2017</b> <i>Ifatul Umroh</i>	625 – 634
<b>Penerapan Model Pembelajaran Missouri Mathematics Project untuk Meningkatkan Aktivitas Siswa Kelas VIII SMPN 1 Diwek</b> <i>Ilma Nurfiatis Sholichah &amp; Fatchiyah Rahman</i>	635 – 646
<b>Penerapan Model Pembelajaran Kooperatif Tipe TAI (<i>Team Assisted Individualization</i>) untuk Meningkatkan Hasil Belajar Siswa pada Materi Pecahan Kelas V SDN Kepuh Kembeng 1 Jombang</b> <i>Ilya Qomariyah</i>	647 – 657
<b>Penerapan Pembelajaran Kooperatif Tipe Jigsaw Dengan Variasi <i>Game</i> Kuis Untuk Meningkatkan Hasil Belajar Siswa Kelas Xi SMKN 2 Jombang Tahun Ajaran 2016/2017</b> <i>Imroatin Solichah</i>	658 – 667



<b>Peningkatan Keterampilan Menulis Pantun dengan Model Pembelajaran Kooperatif Tipe <i>Think, Pair And Share</i> Pada Siswa Kelas X-1 SMA Kosgoro Sambeng Lamongan Tahun Pelajaran 2015/2016</b> <i>Imrok Atul Laili Musabihah</i>	668 – 678
<b>Penerapan Teknik Pembelajaran <i>Thinking Aloud Pair Problem Solving</i> Untuk Meningkatkan Hasil Belajar Matematika Pada Peserta Didik Kelas VIII MTs Darussalam</b> <i>Indah Prasetya Ningsih</i>	679 – 690
<b>Upaya Meningkatkan Hasil Belajar Matematika Melalui Pembelajaran Kooperatif Tipe <i>Twostay-Twostray</i></b> <i>Indana Zulfa</i>	691 – 704
<b>Using Collaborative Strategic Reading (CSR) to Improve Students' Reading Comprehension of the Eleventh Grade of MA Al-Urwatul Wutsqo Bulurejo, Diwek Jombang</b> <i>Indrawati</i>	705 – 713
<b>Perbedaan Hasil Belajar Matematika Siswa Kelas V Dengan dan Tanpa Menggunakan Pendekatan Somatis, Auditori, Visual, dan Intelektual di MI Kreatif Khoiriyah Sumobito Jombang</b> <i>Irine Puspita Kurniawati</i>	714 – 720
<b>Pengaruh Pendekatan Brain Based Learning (BBL) Terhadap Hasil Belajar Matematika Siswa Kelas XI SMK Negeri 2 Jombang</b> <i>Juwita Dyah Maharani</i>	721 – 731
<b>The Effectiveness of Student Team Achievement Division (STAD) in Teaching Reading Comprehension</b> <i>Khoirun Nisa'</i>	732 – 741
<b>Analisis Penalaran Siswa MAN Denanyar Jombang Dalam Memecahkan Masalah Matriks Berdasarkan Kemampuan Matematika</b> <i>Khoirun Nisa</i>	742 – 754
<b>Penerapan <i>Think Pair Share</i> Untuk Meningkatkan Hasil Belajar Matematika Siswa SMP Negeri 1 Jogoroto Jombang</b> <i>Khusnul Khotimah</i>	755 – 764
<b>Pengaruh Teknik Pembelajaran <i>Mind Mapping</i> Terhadap Hasil Belajar Matematika Siswa Kelas XI MIA MAN Denanyar Pada Materi Matriks</b> <i>Kurnia Saraswati</i>	765 – 776
<b>Untuk Meningkatkan Hasil Belajar Siswa Kelas VIII A MTs Al-Anwar Paculgowang</b> <i>Laila Wahidah Syarifah</i>	777 – 784
<b>Peningkatan Aktivitas Dan Hasil Belajar Matematika Siswa Kelas VIII MTs Miftahun Najah Melalui Penerapan Strategi <i>Active Learning</i> Tipe</b>	785 – 796



<b><i>Everyone Is A Teacher Here</i> Pada Materi Operasi Hitung Aljabar Tahun Pelajaran 2016/2017</b> <i>Lailatul Arifah</i>	
<b>Penerapan Model Pembelajaran Kooperatif dengan Teknik <i>Bamboo Dancing</i> untuk Meningkatkan Hasil Belajar Siswa Kelas V MI</b> <i>Lailatul Qomariyah</i>	797 – 808
<b>Penerapan Pembelajaran Kooperatif Tipe Stad Untuk Meningkatkan Hasil Belajar Matematika Peserta Didik Kelas IV MI Tarbiyatunnasyiin 2 Paculgowang Diwek Jombang</b> <i>Laili Azizatul Zakiyah</i>	809 – 818
<b>The Effectiveness Of Quick On The Draw Technique In Teaching Reading Recount Text</b> <i>Lailin Nadhifah &amp; Ima Chusnul Chotimah</i>	819 – 827
<b>Penerapan Model Pembelajaran Kooperatif Tipe <i>Numbered Head Together</i> (NHT) Untuk Meningkatkan Hasil Belajar Siswa Pada Materi Bilangan Bulat</b> <i>Laily Indra Rizqiya</i>	828 – 839
<b>Analisis Pemahaman Konseptual Siswa Kelas V MI Tarbiyatul Aulad Gedangan Terhadap Materi Luas Bangun Datar</b> <i>Lambang Ariyanata Sanjaya</i>	840 – 845
<b>Pengaruh Model Pembelajaran Kooperatif Tipe <i>Team Assisted Individualization</i> Terhadap Hasil Belajar Siswa Domain Afektif, Psikomotor dan Kognitif Pada Materi Geometri Dimensi Tiga</b> <i>Lia Budi Trisanti</i>	846 – 855
<b>Pengaruh Media Pembelajaran Gelas Hitung Pada Materi Perkalian Terhadap Hasil Belajar Matematika Siswa Kelas III SDN Pulosari II Bareng Jombang Tahun Ajaran 2016/2017</b> <i>Linda Rahmawati</i>	856 – 865
<b>Efektivitas Model Realistic Mathematics Education (RME) Pada Materi Kesebangunan Kelas IX MTs Darussalam Sengon Jombang</b> <i>Lisanah</i>	866 – 877
<b>Eksplorasi Penalaran Matematis: Studi Kasus Siswa SMP-Gaya Kognitif Reflektif</b> <i>Lutfi Atul Azizah</i>	878 – 887
<b>Analisis Keterampilan Komunikasi Matematika Tulis Siswa dalam Menyelesaikan Soal Matematika Berdasarkan Kemampuan Matematika</b> <i>M. Aldi Irfan</i>	888 – 900





<b>An Analysis of Intralingual Errors in Students' Writings Descriptive and Recount Text of Baiti Jannati Course</b> <i>M. Kafid Amrulloh</i>	901 – 910
<b>Penerapan Model Pembelajaran Kooperatif Tipe TAI (<i>Team Assisted Individualization</i>) Untuk Meningkatkan Hasil Belajar Siswa Pada Materi Bilangan Bulat di Kelas V SDN Sumberteguh Tahun Pelajaran 2016/2017</b> <i>Mar'atus Sholicha</i>	911 – 921
<b>Pemerolehan Fonologi, Morfologi, dan Sintaksis Anak Usia 2,5-3 Tahun</b> <i>Mariam Ulfa</i>	922 – 934
<b>Efektifitas Lattice Method dalam Pembelajaran Matematika</b> <i>Masruroh &amp; Safi'il Ma'arif</i>	935 – 944
<b>Penerapan Model Pembelajaran Kooperatif Tipe <i>Make A Match</i> Sebagai Upaya Peningkatan Aktivitas Belajar Matematika</b> <i>Miftahul Azzah</i>	945 – 955
<b>Analisis Berpikir Reflektif Siswa Berkemampuan Matematika Minggu dalam Memecahan Masalah Matematika</b> <i>Mirza Zulfa</i>	956 – 966
<b>Penerapan Model Pembelajaran Kooperatif tipe TGT (<i>Teams Games Tournament</i>) Untuk Meningkatkan Aktivitas Dan Hasil Belajar Siswa Pada Mata Pelajaran Ekonomi Kelas X MA Midanutta'lim Jogoroto Jombang Tahun Pelajaran 2016/2017</b> <i>Moh. Adi Nasrullah</i>	967 – 977
<b>The Effectiveness of Scanning And Skimming Reading Strategies Inteachingreading Narrative Text</b> <i>Muhammad Danialloh &amp; Daning Hentasmaka</i>	978 – 986
<b>Meningkatkan Prestasi Belajar Pada Mata Pelajaran Ekonomi Melalui Model Pembelajaran Kooperatif Tipe TGT (<i>Teams Games Tournament</i>)</b> <i>Munawaroh</i>	987 – 995
<b>Penanaman Jiwa Kewirausahaan melalui Permainan Pramuka</b> <i>Nanik Sri Setyani</i>	996 – 1002
<b>Perbedaan Hasil Belajar Matematika Menggunakan Model Pembelajaran Kooperatif Tipe Pair Check dan Model Pembelajaran Konvensional</b> <i>Nina Putri Fakrun Nisa</i>	1003 – 1014
<b>Pengaruh Kedisiplinan Siswa Terhadap Hasil Belajar Matematika</b> <i>Nita Purnama Sari</i>	1015 – 1022

<b>Perbedaan Hasil Belajar Matematika Siswa Dengan Dan Tanpa Menggunakan Model Pembelajaran Kooperatif Tipe Pair Check Mts Miftahul Ulum</b> <i>Nur Amalia</i>	1023 – 1030
<b>Peningkatan Kapasitas Paru dan Kemampuan Kardiovaskuler Melalui Latihan Senam Aerobik Pada Mahasiswa Penjaskes Angkatan 2014 STKIP PGRI Jombang</b> <i>Nur Iffah</i>	1031 – 1041
<b>Penerapan Model Pembelajaran Auditory Intellectually Repetition Untuk Meningkatkan Aktivitas Belajar Matematika Siswa Kelas VIII A MTs Miftahul Ulum Dero Kesamben</b> <i>Nur Laily Fitriah</i>	1042 – 1056
<b>Meningkatkan Hasil Belajar Matematika Melalui Metode Mind Mapping</b> <i>Nurul Fajrina</i>	1057 – 1066
<b>Upaya Meningkatkan Aktivitas dan Hasil Belajar Siswa Melalui Pendekatan Pembelajaran <i>Contextual Teaching and Learning</i> (CTL)</b> <i>Nurul Hidayah</i>	1067 – 1073
<b>Meningkatkan Hasil Belajar Matematika Melalui Penerapan Model Pembelajaran Kooperatif Tipe Student Teams Achievement Division</b> <i>Nurul Lailiyah</i>	1074 – 1083
<b>Peningkatan Hasil Belajar Matematika Siswa Kelas VI-B MI Negeri Medali Mojokerto Melalui Model Pembelajaran Kooperatif Tipe Round Club</b> <i>Nurul Mufrikhatuz Zuhro</i>	1084 – 1096
<b>Konstru Pengaruh Model Pembelajaran Kooperatif Teknik Kancing Gemerincing Terhadap Hasil Belajar Matematika Siswa Kelas VIII SMPN 4 Jombang Tahun Pelajaran 2016/2017</b> <i>Okti Agung Pambudi</i>	1097 – 1105
<b>Penerapan Model Pembelajaran Kooperatif Tipe TAI (Team Assisted Individualization) Untuk Meningkatkan Hasil Belajar Siswa Pada Materi Pecahan Kelas V SDN Kepuh Kembang 1 Jombang</b> <i>Ilya Qomariyah</i>	1106 – 1117
<b>Upaya Meningkatkan Hasil Belajar Matematika Melalui Penerapan Model Pembelajaran <i>Contextual Teaching and Learning</i> (CTL) Pada Peserta Didik KELAS VIII B MTs Al-Anwar Paculgowang, Diwek Tahun Ajar 2016/2017</b> <i>Putri Arum Lu'luil Maknun</i>	1118 – 1123



- The Effect of Comic Strip on Students Speaking Ability at Tenth Grade Students** 1124 – 1134  
*Putri Kusnul Jannah*
- An Analysis of Reference Focuses on Speech of President Obama and President Macri of Argentina At Parque De La Memoria On 24<sup>th</sup> March 2016 (A Pragmatic Study)** 1135 –1143  
*Rachma Yuliana Purnomo Putri*
- The Use of OK5R Strategy to Improve Students' Reading Ability in Narrative Text At X-IBB of SMAN 1 Kandangan** 1144 –1153  
*Rahmad Eko Yuwono*
- The Effectiveness of Mind Mapping in The Student's Writing Descriptive Text At Grade VIII In MTs. "Persiapan" Mojoembang Kemlagi Mojokerto** 1154 –1164  
*Ratih Kusuma Ayu*
- Penerapan Desain Pembelajaran Konstruktivistik Untuk Meningkatkan Aktivitas Belajar Matematika Siswa Kelas X Tahun Pelajaran 2016/2017** 1165 –1177  
*Rezha Surya Mahardicka*
- The Effect of Edmodo on Teaching Reading At Tenth Grade Students of SMK PGRI 1 Jombang** 1178 –1186  
*Rezza Rizqi Vauziah*
- The Effectiveness of Using Word Wall to Students; Vocabulary Mastery in The Fifth Grade at SDN Kepanjen 2 Jombang** 1187 –1196  
*Rielda Asokwaty*
- Strategi Pembelajaran Andragogi Sebagai Pembelajaran Mandiri Pada Mahasiswa Prodi Matematika STKIP PGRI Jombang** 1197 –1205  
*Rifa Nurmilah*
- Pengaruh Model Pembelajaran Kooperatif Tipe *Everyone Is Teacher Here* Terhadap Hasil Belajar dan Aktivitas Siswa Pada Materi Operasi Hitung Aljabar Kelas VIII MTSN Mojoagung Tahun Ajaran 2016/2017** 1206 –1216  
*Rina Hariyanti*
- Pengaruh Model Pembelajaran Self Directed Learning Terhadap Hasil Belajar Matematika Siswa Kelas VIII SMPN 1 Sukorame Tahun Pelajaran 2015/2016** 1217 –1229  
*Ririn Etika Sari*
- Upaya Meningkatkan Aktivitas dan Hasil Belajar Matematika Siswa Kelas IX Mts Negeri Sumobito Melalui Model Pembelajaran Kooperatif Teknik Round Table** 1230 –1239  
*Riska Kurnia Syakina*

<b>Peningkatan Aktivitas dan Hasil Belajar Matematika Siswa Kelas V SDN Kedawong dengan Menerapkan Pendekatan Discovery Learning Pada Materi Kubus dan Balok</b> <i>Robik Atul Khotimah</i>	1240 -1250
<b>Model Pembelajaran Learning Cycle "5E" Untuk Meningkatkan Kemampuan Berpikir Kritis Mahasiswa Pada Mata Kuliah Geometri Analitik</b> <i>Rohmah Indahwati</i>	1251 -1260
<b>The Effectiveness of Using Picture Series in Teaching Speaking at The Ninth Grade of SMP Islam Al-Ishlah Trowulan</b> <i>Roikhatul Janah</i>	1261 -1271
<b>The Effectiveness of Using Real Object in Teaching Writing Procedure Text For Ninth Grade Students At SMPN Ngusikan Jombang in Academic Year 2016/2017</b> <i>Rosidin</i>	1272 -1280
<b>The Comparison between Students Team-Achievement Division (STAD) and Cooperative Integrated Reading and Composition (CIRC) Technique to Students Reading Comprehension at SMA Islam Ngoro</b> <i>Rosidiya Yusanti</i>	1281 -1290
<b>Running Dictation Method in Teaching Listening at Second Grade of SMK Sultan Agung 2 Tebuireng</b> <i>Ryan Yudhistyanto Putro</i>	1291 -1301
<b>Pengaruh Model Pembelajaran <i>Project Based Learning</i> Terhadap Hasil Belajar Mahasiswa STKIP PGRI Jombang</b> <i>Shanti Nugroho Sulistyowati &amp; Cahyo Tri Atmojo</i>	1302 -1310
<b>Pengaruh Model Pembelajaran <i>Contextual Teaching and Learning</i> terhadap Partisipasi Belajar Siswa dalam Pembelajaran Pendidikan Jasmani Olahraga dan Kesehatan pada Siswa SMA Negeri Kesamben</b> <i>Sinta Ayu Cahyani &amp; Mecca Puspitaningsari</i>	1311 -1318
<b>The Effectiveness of Using Think Pair Share Technique in Teaching Descriptive Speaking for Tenth Grade of MA Al Ittihad Mojokerto</b> <i>Siska Nur Hafida</i>	1319 -1327
<b>The Effectiveness of Using Think-Pair-Share Strategies For Teaching Speaking in Recount Text to Tenth Grade of SMA Negeri Bandarkedungmulyo in Academic Year 2016/2017</b> <i>Siti Amana</i>	1328 -1338
<b>Penerapan Model Pembelajaran Kooperatif Tipe Think Talk Write untuk Meningkatkan Hasil Belajar Matematika Siswa Kelas XI Tata Busana SMKN 2 Jombang</b> <i>Siti Nurul Hayati</i>	1339 -1350



<b>The Effectiveness of Scaffolding Technique on Students' Writing Skill at SMA Negeri Bandarkedungmulyo Jombang</b> <i>Sitrin Khumaroh</i>	1351 -1359
<b>The Effect of Jeopardy Game to Student's Reading Achievement</b> <i>Sri Wahyu Ningsih &amp; Rosi Anjarwati</i>	1360 -1367
<b>Pengaruh Model Pembelajaran Kooperatif Tipe <i>Course Review Horay</i> Terhadap Hasil Belajar Matematika Siswa Kelas X di MAN Jombang Tahun Ajaran 2016/2017</b> <i>Stevany Maretta Nugraeni</i>	1368 -1379
<b>Penerapan <i>Mastery Learning</i> untuk Meningkatkan Hasil Belajar Matematika Siswa SMK Sultan Agung 1 Tebuireng Jombang</b> <i>Suharfanti Harjayani</i>	1380 -1389
<b>Perbedaan Rata-Rata Hasil Belajar Matematika Siswa Kelas X Antara Penerapan Model Pembelajaran Berbasis Masalah dengan Model Pembelajaran Langsung di SMK Negeri 2 Jombang</b> <i>Rosy Susanti &amp; Syarifatul Maf'ulah</i>	1390 -1399
<b>The Effectiveness of Animation Video In Teaching Listening Procedure Text on The Eleventh Grade of SMK Muhammadiyah 3 Ngimbang</b> <i>Tri Ratna Sari</i>	1400 -1408
<b>Upaya Meningkatkan Aktivitas dan Hasil Belajar Matematika Siswa Kelas VIII SMP Sawunggaling Jombang dengan Model Pembelajaran Kooperatif Tipe <i>Two Stay Two Stray</i> Tahun Pelajaran 2016/2017</b> <i>Tri Wulandari</i>	1409 -1420
<b>The Effectiveness of Pop up Media in Speaking Skill at The Eleventh Grade Students of SMK Tamansiswa Mojoagung</b> <i>Tria Nandasari</i>	1421 -1430
<b>Upaya Peningkatan Senam Irama Seribu Melalui Metode Kooperatif Tipe <i>Jigsaw</i> Pada Siswa Kelas V SDN Jogoloyo Sumobito Kabupaten Jombang Tahun Ajaran 2016-2017</b> <i>Umar Wahyudi &amp; Basuki</i>	1431 -1441
<b>Implementasi Model Pembelajaran Kooperatif Tipe <i>Talking Stick</i> untuk Meningkatkan Aktivitas dan Hasil Belajar Matematika Siswa Kelas X SMK 10 Nopember Jombang</b> <i>Vita Wahyuning Tyas</i>	1442 -1454
<b>Penerapan Model Pembelajaran Kooperatif Tipe <i>Snowball Throwing</i> Untuk Meningkatkan Aktivitas dan Hasil Belajar Siswa Kelas X SMKN 1 Jatirejo</b> <i>Wiji Retno</i>	1455 -1462



<b>Penerapan Model Pembelajaran Kooperatif Tipe <i>Inside Outside Circle</i> (IOC) untuk Meningkatkan Hasil Belajar Matematika Siswa Kelas III-B SDN Penggaron Mojowarno Jombang</b> <i>Wiwik Ernawati</i>	1463 -1471
<b>Teaching Recount Text By Using Directed Reading Thinking Activity (DRTA) Strategy for Reading Comrehension at The Second Year Student of SMP Muhammadiyah 2 Mojoagung</b> <i>Yuli Ana Astutik</i>	1472 -1481
<b>Using Picture and Guided Questions to Improve Students' Writing Skill of Descriptive Text at Eight Grade Students of SMP Muhammadiyah 2 Mojoagung</b> <i>Yuli Ani Purwanti</i>	1482 -1492
<b>Pengaruh Model Pembelajaran Kooperatif Tipe <i>Course Review Horay</i> (CRH) Terhadap Hasil Belajar Matematika Siswa Kelas VIII SMP Negeri 5 Jombang Tahun Ajaran 2016/2017</b> <i>Yuliana Saridewi</i>	1493 -1503
<b>The Use of Bananagrams Game in Teaching Vocabulary For The Fifth Grades Tudents of SDN Ngoro III Ngoro Jombang</b> <i>Yuniati Hidayah</i>	1504 -1512
<b>Jigsaw Sentence Puzzle as Media in Teaching Personal Pronoun at Grade VII of SMP Taman Siswa Mojokerto</b> <i>Yusi Septiani</i>	1513 -1521
<b>Analisis Berpikir Logis Siswa Berkemampuan Matematika Tinggi dalam Pemecahan Masalah Matematika</b> <i>Zaenal Muttaqin &amp; Jauhara Dian N. I.</i>	1522 -1531
<b>Peningkatan Aktivitas Belajar Matematika Melalui Pendekatan Pengajaran Terbalik (Reciprocal Teaching) Pada Siswa Kelas VIII A SMP Swadaya Kesamben</b> <i>Zakaria &amp; Wiwin Sri Hidayati</i>	1532 -1543
<b>Pengaruh Guru Terhadap Anak Autism dalam Berkomunikasi di Sekolah Luar Biasa (SLB Kesamben)</b> <i>Minggalia Dela Trissanty</i>	1544 -1559
<b>Media Manipulatif Kemampuan Berbicara Siswa Tunagrahita di SDLB III Jombang</b> <i>Rochmah Harsintayana &amp; Heny Sulistyowati</i>	1560 -1569
<b>Penamaan Sekolah Paud di Kecamatan Jogoroto Kabupaten Jombang</b> <i>Vivin Eviana</i>	1570 -1578



<b>PRESENTASI 2</b>	1579 –1580
<b><i>Sub Tema: Pembelajaran Bahasa</i></b>	
<b>A Study of Repetition In Barack Obama Speeches About Islamic State of Iraq and the Levant (A Stylistic Study)</b> <i>Aizatul Farikhah &amp; Masriatus Sholikhah</i>	1581 –1591
<b>Figurative Language in the Lyric of “Maher Zain’s Songs”</b> <i>Alful Laila</i>	1592 –1602
<b>English-Indonesia Lexical Borrowing Words Used In Business And Economy Articles Of Kompas.Com</b> <i>Ayu Sholihah</i>	1603 –1610
<b>Overlapping in “The Late Late Show” with One Direction</b> <i>Azmi Ulil Aufa &amp; M. Saibani Wiyanto</i>	1611 –1620
<b>Stylistics In Indonesian Novel “Laskar Pelangi”</b> <i>Chalimah</i>	1621 –1632
<b>Propaganda in Barack Obama`S Speeches: A Pragmatics Study</b> <i>Dewi Indasyah</i>	1633 –1643
<b>Dua Sisi Dunia Perselingkuhan Pada Antologi Artikel Suaranet.Com (Kajian Linguistik Formalistik dan Wacana Kritis)</b> <i>Diana Mayasari</i>	1644 –1653
<b>The Use of Deixis in Donald Trump’s Speech as Politeness Strategy</b> <i>Dini Prahardiyanti Pribadi &amp; Khoirul Hasyim</i>	1654 –1661
<b>An Analysis of Nominal Suffixes in Feature Rubric of Jakarta Post Newspaper</b> <i>Elok Dwi Cahyani</i>	1662 –1672
<b>The Ambiguity of Deictic Expression We About Munas Golkar in Jakarta Post News</b> <i>Fitri Nurul Anisah</i>	1673 –1683
<b>Code Switching in Conversation of BBM (BlackBerry Messenger) Group</b> <i>Irma Rahmawati</i>	1684 –1694
<b>Deixis Inonedirection’s Song Lyric</b> <i>Jelita Amlina</i>	1695 –1703
<b>The Realization of Speech Act of Request By The Students of English Departement in STKIP PGRI Jombang</b> <i>Lilin Agustiyani Putri</i>	1704 –1711

<b>Associative Meaning on Science and Technology Articles of Www.Thejakartapost.Com</b> <i>Murbianto Andri Nur Cahyo</i>	1712 -1722
<b>A Sociolinguistic Study About Slang That Used in The “Wild Child” Movie</b> <i>Nia Yunita Reza</i>	1723 -1734
<b>An Analysis of Temporal Deixis on <i>Business’ Rubric</i> Headline News of Jakarta Post Newspaper</b> <i>Nila Kumaroh</i>	1735 -1745
<b>Compound Nouns in Headlines of <i>theguardian.com</i>: A Morphology Study</b> <i>Nur Sholihah &amp; Aang Fatihul Islam</i>	1746 -1754
<b>An Analysis of Code Mixing in <i>Wheels and Heels</i> Novel by Irene Dyah Respati</b> <i>Nur Fadilah</i>	1755 -1765
<b>Wujud Kesopanan dengan Menggunakan Kalimat Imperatif dalam <i>Indonesia Lawyers Club</i></b> <i>Nurul Jannah</i>	1766 -1777
<b>The Effectiveness Teaching Vocabulary by Songs</b> <i>Retno Dwi Ayu Setyowati</i>	1778 -1785
<b>Deixis in the Readers Forum Articles of the Jakarta Post Online Newspaper</b> <i>Ryantau Haninda Arya Putri</i>	1786 -1796
<b>Morphophonemics Beteen Korean And English On Konglish: Cross Linguistics Influence</b> <i>Trisliana</i>	1797 -1808
<b>Deixis In The Press Conference Of Indonesia Delivered By President Susilo Bambang Yudhoyono and President Barrack Obama in Jakarta</b> <i>Ulil Afsah</i>	1809 -1817
<b>An Analysis of Deixis in Barack Obama’s Speech in Jerusalem, Israel on September 30<sup>th</sup>, 2016</b> <i>Yusmi Qori’ah</i>	1818 -1829
<b>The Effectiveness of Teaching Writing Descriptive Text by Using Photograph of Instagram</b> <i>Yusrotul Aulia Dewi</i>	1830 -1839



<b>An Analysis of Code Switching in The “Sunshine Becomes You” Movie</b> <i>Enny Maghfuroh</i>	1840 –1852
<b>Code Switching in <i>Mimpi Sejuta Dolar’s</i> Film</b> <i>Ilmi Muliya</i>	1853 –1865
<b>Representative Acts Applied In <i>Wonderful Indonesia</i> Advertisement</b> <i>Lailatul Fitriyah</i>	1878 –1886
<b>Illocutionary Acts on Eggsy’s Main Character in The “<i>Kingsman</i>” Movie</b> <i>Luluk Munadhifah</i>	1887 –1897
<b>An Analysis of Presupposition in Brad Cohen <i>Front of The Class</i>’movie</b> <i>M. Taufiqurrohman</i>	1898 –1907
<b>The Flouting of Conversational Maxims in “The Swap” Movie Script: Pragmatics Study</b> <i>Marwah</i>	1908 –1917
<b>American Propaganda Machine: <i>Critical Discourse Analysis</i></b> <i>Muhammad Khanafi &amp; M. Syaifuddin</i>	1918 –1926
<b>Illocutionary Acts Employed By The Main Character In <i>Gifted Hands</i> Movie</b> <i>Nurma Dewi Masitoh</i>	1927 –1938
<b><u>PRESENTASI 3</u></b>	1939 –1940
<b><i>Sub Tema: Pembelajaran Sastra</i></b>	
<b>Kondisi Emosi Dasar Manusia dalam Novel Dua Malam Bersama Lucifer dengan Kajian Psikologi Sastra</b> <i>Agus Prasetyo</i>	1941 –1952
<b>Penerapan Metode Latihan (<i>Drill</i>) Dalam Pembelajaran Menulis Kritik Sastra pada Mahasiswa</b> <i>Ana Yuliati</i>	1953 –1965
<b>A Portrayed of Marxist in Females Character Daisy and Myrtle In <i>The Great Gatsby</i> Novel</b> <i>Andri Sucahyono</i>	1966 –1974
<b>Anthropomorphism of Ancient Greek Gods and Goddesses Found in <i>The Iliad</i> By Homer</b> <i>Ani Masrukhah</i>	1975 –1983
<b>Robert Angier Obsession in <i>The Prestige</i> Film</b> <i>Ardika Ayu Astuti</i>	1984 –1993

<b>Radical Rethinking of Subjectivity, Sexuality and Representation of Lili Elbe in Danish Girls Film (A Study of Queer Criticism)</b> <i>Arif Hasbullah &amp; Banu Wicaksono</i>	1994 -1999
<b>Robert Angier Obsession in The Prestige Film Referential Deixis of <i>The Lottery's</i> Short Story By Shierly Jackson</b> <i>Deby Mega Eriska</i>	2000 -2010
<b>Personality Structure of The Main Character in "<i>The Sheriff's Pregnant Wife</i>" Novel</b> <i>Elshe Vigi Yuhana</i>	2011 -2022
<b>A Portrayed of Marxist in Females Character Daisy and Myrtle in The Perjuangan Karakter Utama Wanita Terhadap Kesetaraan Politik di Film "<i>The Soong Sisters</i>": Feminisme</b> <i>Eriyani Meiliawati</i>	2023 -2032
<b>A Struggle by the Main Woman Character on Women's Suffrage Movement in Film "<i>Suffragette</i>": Liberal Feminism Study</b> <i>Ernawati</i>	2033 -2044
<b>Deconstruction Analysis of Macho Concepts at Character of Gregory in <i>Seventh Son</i> Film</b> <i>Gita Purnama Sari</i>	2045 -2055
<b>Psychoanalysis Toward <i>Keeping Mum</i> Movie Directed By Niall Johnson</b> <i>Gita Trisanti Wardani</i>	2056 -2062
<b>Paul Morel's Love to His Mother in <i>Sons and Lovers</i> Novel by D.H. Lawrence</b> <i>Ina Lestari</i>	2063 -2074
<b>Romance Formulas in "<i>When Harry Met Sally</i>" Film</b> <i>Julia Khoirun Nisa</i>	2075 -2081
<b>Lavinia Mannon Characterization Formed by Electra Complex Symptoms in Drama Script Mourning Becomes Electra by Eugene O'Neill</b> <i>Kartika Shinta Melati &amp; Erma Rahayu Lestari</i>	2082 -2093
<b>The Effectiveness of Drama in Teaching Speaking on Narrative</b> <i>Khusnul Dwi Anggraini</i>	2094 -2106
<b>Tataran Fonologi Kidungan dalam Kesenian Ludruk</b> <i>Silfia Dwi Anggraini &amp; Anton Wahyudi</i>	2107 -2126



## The Effectiveness of Scanning And Skimming Reading Strategies Inteachingreading Narrative Text

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### Abstract

The objective of this research is to know the effectiveness of teaching reading strategies using scanning and skimming. The Quasi- experimental design as the research design. The eleventh grade students were chosen as sample of this research, The experimental group is taught by using scanning and skimming strategies while control group which is taught without using scanning and skimming strategies. Pretest and posttest were kinds of test used in this research. The researcher use statistical technique to analyze the data by using SPSS 16.0 program for windows. Since the data not fulfill the assumption of normality, the data were analyzed by using non parametric especially Mann withney U-test. The result of data analysis from experimental and control groups indicated the result of the Asymp. Sig. (2-tailed) 0.000 is lower than alpha value 0.05. It means that the null hypothesis ( $H_0$ ) is rejected, which means the alternative hypothesis ( $H_a$ ) is accepted. There is significant difference in reading achievement between students taught by using scanning and skimming strategies and students taught without scanning and skimming strategies. The mean rank of experimental group is 44.72 while the mean rank of control group is 16.28, researcher conclude scanning and skimming reading strategies in teaching reading narrative text is effective.

**Keywords:** Effectiveness, Scanning and Skimming Reading strategies, Narrative Text.

### Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui efektivitas strategi membaca mengajar menggunakan scanning dan skimming untuk siswa SMA. Peneliti menggunakan kuasi desain eksperimental sebagai desain penelitian. Para siswa kelas XI dipilih sebagai sampel penelitian ini, Kelompok eksperimen yang diajarkan dengan menggunakan scanning dan skimming strategi sementara kelompok kontrol yang diajarkan tanpa menggunakan scanning dan skimming strategi. Pretest dan posttest yang jenis tes yang digunakan dalam penelitian ini. Peneliti menggunakan teknik statistik untuk menganalisis data dengan menggunakan SPSS 16.0 program windows. Karena data tidak memenuhi asumsi normalitas, data dianalisis dengan menggunakan non parametrik Mann Whitney U-test. Hasil analisis data dari kelompok eksperimen dan kontrol menunjukkan hasil yang Asymp. Sig. (2-tailed) 0,000 lebih rendah dari nilai alpha 0,05. Ini berarti bahwa hipotesis nol ( $H_0$ ) ditolak, yang berarti hipotesis alternatif ( $H_a$ ) diterima. Ada perbedaan yang signifikan dalam naratif antara siswa diajarkan dengan menggunakan scanning dan skimming strategi dan siswa diajarkan tanpa scanning dan skimming strategi. Peringkat rata-rata kelompok eksperimen adalah 44,72 sedangkan peringkat rata rata kelompok kontrol adalah 16,28. Hal ini menunjukkan bahwa peringkat rata-rata kelompok eksperimen yang diajarkan dengan menggunakan scanning dan skimming strategi lebih tinggi dari kelompok kontrol yang diajarkan tanpa menggunakan scanning dan skimming strategi. Peneliti menyimpulkan scanning dan skimming strategi dalam teks naratif efektif.

**Kata Kunci:** Efektivitas, strategi Scanning dan Skimming, Naratif Teks.

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## Introduction

Reading is one of four language skills which is important to be mastered well. Reading is the major way in learning English. As stated by Mikulecky and Jeffries (1995:1), reading is one important way which can improve student's general language skills in English. Reading can improve vocabulary, writing and speaking skills, and find out new ideas, facts and experiences.

Reading is also become the emphasized skill in Indonesian curriculum. Start from The 2006 Educational Unit Level Curriculum for senior high school which emphasizes reading in learning English. Senior High School students are expected to be able to read and comprehend: descriptive, narrative, procedure, recount, news item, report, exposition, spoof, hortatory and explanation text. (BSNP, 2006:18). The Curriculum of 2013 also focuses on reading skill. The curriculum of 2013 also emphasized descriptive, narrative, procedure, recount, news item, report, exposition, spoof, hortatory and explanation text. We can conclude that in curriculum of Indonesia reading skill is emphasized.

Narrative text is one of the text types that should be comprehended by senior high school students in Indonesia. Anderson (1997: 8) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener. Narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution. To conclude narrative text is a story tells us about something interesting that has purpose to amuse or entertain to the readers. The term folklore is generally used to refer to the traditional beliefs, myths, tales, and practices of a people which have been disseminated in an informal manner usually via word of mouth, although in modern times the Internet has become a pivotal source for folklore (Natasha, 1999:20). There are many kinds of reading strategies. According to Brown (2001:308), scanning strategy is the strategy for quickly finding specific information in a text while ignoring its broader meaning. It searches for keywords or ideas in written text information such as name, date, place, or some particular content without reading the entire article. In line with the use of scanning strategy, narrative text also contains several informations such as name of the character, place and even date related to the story. Skimming is a more complex method than scanning and is similar to the guided reading skill explained earlier. It is used to gain a general overview of information so that the 'bricks and mortar', the framework of the content, rather than the detailed rooms and furnishings are understood. Efficient skim reading can be done at speeds of 1000 words per minute or more, while still gaining an outline understanding of what is being said. If the readers want to acquire a general overview of material, use skimming. (Buzan, 2006: 87). So the researcher has motivated to conduct this research by using scanning and skimming strategies by giving highlight on the text, but in different grade different text type and research design. The researcher uses narrative text as a material and quasi experimental as a research design. Furthermore, the researcher wants to know the effectiveness of guided.

Based on the reasons above the writer wants to discuss the effectiveness of scanning and skimming reading strategies in teaching reading narrative text focus on folklore story and conduct a research with the title "*The Effectiveness of Scanning and Skimming Reading Strategies in Teaching Reading Narrative Text*"

## Review of Related Literature

Reading skill defined into two skills, according to Brown (2003:187) suggest the following assemble reading micro and macro skill.

- a. micro-skills for Reading Comprehension
  1. Discriminate among the distinctive graphemes and orthographic patterns of English
  2. Retain chunks of language of different lengths in short-term memory.
  3. Process writing at an efficient rate of speed to suit the purpose
  4. Recognize grammatical word classes (noun, verb, etc.), system (e.g. tense, agreement, pluralization) patterns, rules, and elliptical form.
  5. Recognize a core of words, and interpret word order patterns and their significance
  6. Recognize that a particular meaning may be expected in different grammatical forms
  7. Recognize cohesive devices in written discourse and their role in significant relationships between and among clauses.
- b. Macro-Reading Skill for Comprehension
  1. Recognize the rhetorical forms of written discourse and their significance for interpretation
  2. recognize the communicative function of written texts, according to form and purpose.
  3. Infer context that is not explicit by using background knowledge.
  4. From description of events, ideas, etc, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
  5. Distinguish between literal and implied meanings.
  6. Detect culturally specific references and interpret them in context of the appropriate cultural schemata.
  7. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of the texts.

Based on those explanations, reading can be defined into some skill, between micro and macro. Reading is about understanding written text. It is a complex activity that involves both perception and thought (Pang, 2003: 6). Kimbly and Garnezy in Brown (2000:7) define that teaching is the activities to show or help students to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, and cause to know, understand knowledge and give new knowledge. Brown (2000:7) also says that "teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for learning". Meanwhile learning is getting the knowledge or the acquisition of the knowledge. From the theory above, we can define teaching is a tool helping, facilitating, and giving instructions how to learn and get something or knowledge. In this case the teacher is a vital subject in doing those, here teachers have to be more creative and interested, because the teacher has the big role and obligation to help and gain the students' feedback is getting or acquiring the second language that is English. In line with F. Grellet, Sukirah (1988:5) adds for scanning and skimming as follows:

- a. Scanning is not a reading process in the true sense of the word. It is a searching that requires a reader to float over the material until he finds what he needs then stops and reads as much as necessary in order to answer his question.
- b. Skimming is a strategy used to look for the gist of what the author is saying without a lot of detail. This is used if one only wants a preview or an overview of the

material. It is used after the reader has already carefully studied and he needs to review the major ideas and concepts.

How to scanning:

1. State the specific information you are looking for.
2. Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For examples, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.
3. Uses heading any other aids that will help you identify which section might contain the information you are looking for.
4. Selectively read and skip through sections of the passage.

Skimming refers to the process of reading only main ideas within a passage to get an overall impression of the content of a reading selection.

How to skimming:

1. Read the title
2. Read the introduction or the first paragraph
3. Read the first sentence of every other paragraph
4. Read any heading and subheading
5. Notice any pictures, charts, or paragraphs
6. Notice any italicized or boldface words or phrases.
7. Read the summary or last paragraph.
8. From collage reading and study skill and academic reading and study skills for international students.

According to Brown (2001:308), scanning strategy is the strategy for quickly finding specific information in a text while ignoring its broader meaning. It searches for keywords or ideas in written text information such as name, date, place, or some particular content without reading the entire article.

In line with the use of scanning strategy, narrative text also contains several information. such as name of the character, place and even date related to the story.

Skimming is a more complex strategies than scanning and is similar to the guided reading skill explained earlier. It is used to gain a general overview of information so that the 'bricks and mortar', the framework of the content, rather than the detailed rooms and furnishings are understood. Efficient skim reading can be done at speeds of 1000 words per minute or more, while still gaining an outline understanding of what is being said. If the readers want to acquire a general overview of material, use skimming. (Buzan, 2006: 87).

Reading through scanning and skimming strategies has some advantages. It can be explained as follows:

1. The students are trained to run their eyes over a text quickly in order to locate specific information (Suparman, 2005: 55).
2. The students are practiced to think of clues to find the specific information.
3. The students are stimulated to be creative and active in both asking and answering the question about specific information and clues related to the texts (Beare, 2006: 3).

4. It will make students aware of the benefits of the information available in reading materials both authentic and inauthentic because this technique also prepares the students to be independent reader.

## Research Method

This research used quasi experimental design which consisted of two groups, experimental and control group. Quasi experimental design is a design in which it is not possible to select the sample randomly out of all population. Researcher can only decide randomly different treatments of two different classes (Latief, 2011:95). Both groups are given pretest and posttest but, only the experimental group is given the treatment. The treatment in this research is scanning and skimming strategies. There were any 24 question.

The population of this study was all students of MA AL-BAIRUNY Jombang while the sample was eleventh grade students. There are three classes of eleventh graders at MA AL-BAIRUNY Jombang, XI- A IPA, XI- A IPS and XI- B IPS, in which each of the class consists of 30 students, but the sample of research is XI-A IPS and XI- B IPS. The researcher gave the pretest to XI- A and XI- B group. The pretest was given before the treatment to the experimental and control groups, to know how faris students' reading comprehension before the treatment and also to know the homogeneity of the groups. The result of homogeneity test is as follow:

**Table 3.3 Test of Homogeneity of Variances**

Pretest

Levene Statistic	df1	df2	Sig.
.278	1	58	.600

The table shows that the significant based on mean of the pretest is 0,600. The significant value in the test is higher than the level of significance (0.05). It means that the test of pretest have homogeneity. There are two types of variable in this research, independent variable and dependent variable. Independent variable is variable that the experimenter expects to influence the other. Dependent variable is the variable upon which the independent variable is acting (Nunan, 1992:25). The independent variable of this research is teaching reading by using scanning and skimming strategies, and the dependent variable of this research is the students' reading comprehension.

Research instrument will help the researcher in conducting the study especially in data collection. It makes the researcher's work become easier and helps her to get better, complete and systematic result in order to make the data easy to process (Arikunto, 2006: 101). The researcher used test as the instrument to collect the data in the form of students' score. Pretest and posttest were kinds of test used in this research. The questions in pretest and posttest were same but in different arrange number. Before the instrument is used to collect data for the research, the researcher should assure that instrument is valid and reliable. The validity and reliability of instrument is important because it could influence the data and the result of the research. It is in line with Ary, et al (2010: 225) who states that validity is the most important consideration in developing and evaluating measuring instruments. The validities applied in this research are construct validity, content validity and criterion related validity.



## Research Finding and Discussion

The objective of this research to know whether there is different in reading achievement between students taught by using scanning and skimming strategies and students taught without using scanning and skimming strategies. The researcher conducted the analysis, to test the null hypothesis (Ho) whether it is rejected or cannot be rejected. The null Hypothesis(Ho) is there is no significant difference in reading achievement of narrative text folklore between students taught by using scanning and skimming strategies and students without taught scanning and skimming strategies. The alternative Hypothesis (Ha) is there is significant difference in reading achievement of narrative text folklore between students taught by using scanning and skimming strategies and students without taught scanning and skimming strategies. Before testing the hypothesis, the researcher conducted test of assumptions of normality and homogeneity.

### 1. The Normality Test

After getting the score of post-test of experimental and control groups, the researcher conducted the test of normality by using SPSS 16.0 program. If the Sig. value of the test is more than 0.05 so the data have normal distribution. The result of test of normality is presented in table 4.1.

**Table 4.1 Tests of Normality**

Group	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Posttest Experimental Group	.111	30	.200*	.970	30	.547
Control Group	.160	30	.048	.916	30	.021

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

The table 4.1 shows that the Sig. value of posttest in experimental group both in Kolmogorov- Smirnov ( Sig. = .200) and Shapiro- Wilk (Sig. = .547), are more than alpha ( = 0.05). It means that the posttest scores in experimental group are normally distributed. The sig. values of posttest in control group as showed by Kolomogrovo- Smirnov and Shapiro- Wilk tables are .048 and 021. Both of them are below 0. 05 which mean that the data of posttest in control group are not normally distributed.

### 2. The Homogeneity Test

After calculating the normality of posttest, the researcher calculated the homogeneity of posttest. The data significance based on mean If the result of the homogeneity test of variance is more than 0.05, it means that both of pretest and posttest has same variance homogeneity

**Table 4.2 Test of Homogeneity of Variances**

Posttest

Levene Statistic	df1	df2	Sig.
2.346	1	58	.131

The table shows that the significance value of posttest is 0,131. The significance value in the test is more than the alpha value (0.05). It means that the data of posttest in both groups are homogeneous. Since the data did not fulfill the assumption of normality the data were analyzed by using non- parametric test especially the Mann Withney *U*- Test. The complete discussion of the result of the data analyzed will be presented below.

### 3. Non- Parametric Mann-Whitney *U*- Test

The Mann-Whitney *U*- Test is the assumptions relating to level of measurement, sample size, normality or homogeneity of variance are not valid. Mann-Whitney *U*- test was started by stating the hypothesis. The null hypothesis of this research is: there is no significant difference in reading achievement of narrative text folklore between students taught by using scanning and skimming strategies and students taught without using scanning and skimming strategies. The  $H_0$  is rejected if the significant value  $< 0.05$  and  $H_0$  cannot be rejected if significant value  $> 0.05$ . The result of Mann-Whitney *U*- test by using SPSS 16.0 program can be seen in the following table:

**Table 4.3 Ranks of Posttest Scores of Experimental and Control Group**

	Group	N	Mean Rank	Sum of Ranks
Posttest	Experimental Group	30	44.72	1341.50
	Control Group	30	16.28	488.50
	Total	60		

Based on table 4.3, the mean rank of experimental group is 44.72 while the mean rank of control group is 16.28. It indicates that the mean rank of experimental group, which is taught by using scanning and skimming strategies, is higher than control group, which is taught without using scanning and skimming strategies. It means that there is a difference in reading achievement between experimental group and control group. The mean rank difference between experimental group and control group is 28.44. However, to know whether the difference is significant or not we have to see the result of test statistics in table 4.4 below.

**Table 4.4 The result Test Statistics<sup>a</sup>**

	Posttest
Mann-Whitney U	23.500
Wilcoxon W	488.500
Z	-6.333
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Group

Based on table 4.4, after analyzing the data by using SPSS 16.0 program, the result shows that the Asymp. Sig. ( 2 tailed ) is 0.000 below the alpha value 0.05. It can be concluded that  $H_0$  is rejected which means the  $H_a$  is accepted. So the result of the test indicates that there is a significant difference in reading achievement of narrative text folklore between students taught by using scanning and skimming strategies and students taught without using scanning and skimming strategies.



In the final conclusion it can be said that scanning and skimming strategies in teaching reading narrative text is effective.

## Conclusion

This research concerns about the teaching reading by using scanning and skimming strategies. The researcher conducted the research on 15 November until 6 December 2016. Based on the result of data analysis by using Mann withney U- test with spss 16 program the answer of the research problem is there is significant difference in reading achievement of narrative text folklore between students taught by using scanning and skimming strategies and students without taught scanning and skimming strategies, as shown by the Asympt. Sig. ( 2 tailed ) .000 which is lesser than 0.05. furthermore the mean rank shows that the experimental group got higher result than control group. So, overall, it can be concluded that scanning and skimming strategies is effective in teaching reading narrative text.

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