

Appendix 1

CURRICULUM VITAE

KETUA PENELITI

A. Identitas Diri

1	Nama Lengkap	Dr. Achmad Hilal Madjdi, M.Pd
2	Jenis Kelamin	Laki-laki
3	Jabatan Fungsional	Lektor Kepala
4	NIS	0610713030001020
5	NIDN	0603076101
6	Tempat dan Tanggal Lahir	Kudus, 3 Juli 1961
7	E-mail	achmad.hilal@umk.ac.id
8	Nomor Telepon	0291 3363356 / 081575430214
9	Alamat Kantor	Gondang Manis Bae Kudus, PO BOX 53 Kudus
10	Nomor Telepon/Fax	0291 438229/ 0291 437198
11	Mata Kuliah yang Diampu	1. TEFL 2. Speaking 3. CMD 4. Discourse Studies

B. Riwayat Pendidikan

Program	S1	S2	S3
Nama PT	Universitas Muria Kudus	Universitas Negeri Semarang	Universitas Negeri Semarang
Bidang Ilmu	Pendidikan Bhs Inggris	Pendidikan Bhs Inggris	Pendidikan Bhs Inggris
Tahun Masuk	1983-1987	1997-2000	2007-2010

C. Pengalaman Penelitian dalam 5 Tahun Terakhir

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber	Jml (Juta Rp)
1	2014-2015	Penggunaan Metode Analisis Kritis Wacana untuk Menganalisa Pengarus Ideologi Penulis dalam Surat Kabar Berbahasa Inggris “The Jakarta Post” Terhadap Kampanye Terbuka Anggota Dewan	Hibah Bersaing Dikti	Rp. 52.500.000,- Rp. 53.000.000,-
2	2015	Norms in the Reading Passages of Senior High School English Textbook	APBU UMK	Rp. 7.500.000,-
3	2016	Norms in the Classroom Interaction Between Teacher and Students in the English Class of Senior High School	APBU UMK	Rp. 4.500.000,-
4	2017	Pengembangan Bahan Ajar Mata Kuliah <i>Approaches And Methods in English Language Teaching</i> Berbasis <i>Lesson Study</i>	Terapan Dikti	Rp. 65.000.000,-
5	2018	Pengembangan Bahan Ajar Mata Kuliah <i>Approaches And Methods in English Language Teaching</i> Berbasis <i>Lesson Study</i>	Terapan Dikti	Rp. 60.000.000

D. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

No.	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber	Jml (Juta Rp)
1	2016	Pendampingan Pembelajaran Bahasa Inggris <i>Interpreting Narrative Texts by Creating Digital short Movie</i> Bagi Siswa SMK Muhammadiyah Ponpes Kudus	APBU Universitas Muria Kudus	Rp 3.500.000,-
2	2017	Pendampingan dan Praktik Pembelajaran Berbasis <i>Lesson Study</i> Bagi Guru Bahasa Inggris SMA Muhammadiyah Kudus	APBU Universitas Muria Kudus	Rp 4.500.000,-
3	2018	Pendampingan dan Praktik Pembelajaran Berbasis <i>Lesson Study</i> Bagi Guru MI Muhammadiyah Al Tanbih Kudus	APBU Universitas Muria Kudus	Rp 4.500.000,-

E. Publikasi Artikel Ilmiah dalam Jurnal dalam 5 Tahun Terakhir

No.	Judul	Nama Jurnal	Volume/Nomor/Tahun
1	“Discourse Analysis” dan Kegunaannya dalam Pembelajaran Tata Bahasa dan Kosa Kata	Mawas ISSN: 0853-0335,	Vol. 22 No. 2 Desember 2009
2	Generic Structures of Texts in the Real World of Writing	Refleksi Edukatika ISSN 2087-9385	Vol.2 No.1. Desember 2011

D. Pemakalah Seminar Ilmiah (*Oral Presentation*) Dalam 5 Tahun Terakhir

No.	Nama Temu Ilmiah/Seminar	Judul Artikel Ilmiah	Waktu dan Tempat
1	“International 55 th Teflin Seminar”	Teaching English Formulaic Expressions to Elementary School Students	Syarif Hidayatullah State Islamic University 4-6 Desember 2007
2	“International 58 th Teflin Seminar	Maximizing Language Input to Build Students’ Character	IKIP PGRI Semarang 3-5 Nopember 2011
3	“The 4 th UAD TEFL International Conference”	Big Obstacles in Implementing Lesson Study in The Class of Teaching English	Achmad Dahlan University 19-20 Sept 2017
4	“FLA International Conference”	Pedagogical Implications of Classroom Observation and Teaching Simulation in TEFL Class	UKSW Salatiga 15-16 November 2018

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima sanksi. Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pengajuan penelitian.

Kudus, Desember 2018

Ketua Tim Peneliti Pengusul

Dr. Achmad Hilal Madjdi, M.Pd

NIDN. 0603076101

ANGGOTA PENELITI

A. Identitas diri

1	Nama Lengkap	Atik Rokhayani, S.Pd, M.Pd
2	Jenis Kelamin	Perempuan
3	Jabatan Fungsional	Lektor
4	NIS	06107010000011207
5	NIDN	0601058402
6	Tempat dan Tanggal Lahir	Kudus, 1 Mei 1984
7	E-mail	atik.rokhayani@umk.ac.id.
8	Nomor Telepon	085640065312
9	Alamat Kantor	Gondang Manis Bae Kudus
10	Nomor Telepon/Fax	0291 438229
11	Mata Kuliah yang Diampu	<ol style="list-style-type: none"> 1. Approaches and Methods in English Language Teaching 2. Speaking for Instructional Purposes 3. Grammar in Written Discourse

B. Riwayat Pendidikan

	S1	S2
Perguruan Tinggi	Universitas Negeri Semarang	Universitas Negeri Semarang
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris
Judul Skripsi/Thesis	Error Analysis of Simple Past Tense in Narrative Text Made by the 8 th Grade Students of SMP 1 Jekulo Kudus	The Thematic Progression of the Descriptive Texts Written by the Fourth Semester Students of Muria Kudus University in Academic Year of 2008/2009
Nama Pembimbing	<ol style="list-style-type: none"> 1. Drs. H. Suprpto, M. Hum 2. Drs. H. Warsono, M. A 	<ol style="list-style-type: none"> 1. Prof. Retmono, M.APh. D 2. Dr. Dwi Anggani L.B., M. Pd

C. Pengalaman Penelitian dalam 3 Tahun Terakhir

No	Tahun	Judul Penelitian	Pendanaan Sumber	Jml (Juta Rp)
1	2013	A Study of the Learning Styles of the Students of English Education Department Teacher Training and Education Faculty the University of Muria Kudus in Academic Year 2012-2013 (Anggota)	APBU Universitas Muria Kudus	Rp 4.500.000,-
2	2013	Pembelajaran Bahasa Inggris Dengan <i>Printed Material Comic Strips</i> Sebagai Media Untuk Meningkatkan Kosakata Siswa Sekolah Menengah Pertama Di Kudus (Ketua)	Dikti: Penelitian Dosen Pemula	Rp 10.500.000,-
3	2014	English Debate: Teknik untuk Meningkatkan Kemampuan Berbicara Bahasa Inggris (Speaking) Mahasiswa	Dikti: Penelitian Dosen Pemula	Rp 12.500.000,-
4	2014	Emotional Intelligence as an Important Feature For A Competent English Teachers (A Study Case of the English Teachers of SMP 3 Jekulo Kudus in the Academic Year 2013/2014)	APBU Universitas Muria Kudus	Rp 3.000.000,-
5	2015	Norms in the Reading	APBU	Rp. 7.500.000,-

		Passages of Senior High School English Textbook	Universitas Muria Kudus	
6	2015	A Study of Public Speaking used by the Fifth Semester Students of English Education Department of Muria Kudus University in the Academic Year 2014/2015	APBU Universitas Muria Kudus	Rp 3.000.000,-

D. Publikasi Artikel Ilmiah dalam Jurnal dan Pemakalah Seminar Ilmiah dalam 4 Tahun Terakhir

No.	Judul	Nama Jurnal/Seminar Ilmiah	Volume/Nomor/Tahun/Tempat
1	The Use of Comic Strips as an English Teaching Media for Junior High School Students	Language Circle Journal of Language and Literature	Volume VIII/2 April 2014
2	School Observation as One of the Assessments for English Education Department Students of Muria Kudus University	Seminar Internasional Issues and Challenges in English Language Teaching, Literature and Translation	Sep 2013 Universitas Negeri Semarang
3	Musical Intelligence in English for Young Learner's Class	The 1 st International of Teylin	Sept 2014 Universitas Muria Kudus
4	The Students' Activity in Speaking Class of Indonesian	MELTA International	Juni 2015 Kuala Lumpur

	Learners	Conference	
5	Enhancing English Proficiency for Non-English Lecturers in Higher Education	ELTLT International Conference	Oktober 2016 Universitas Negeri Semarang

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima sanksi. Demikian biodata ini saya buat dengan sebenarnya.

Kudus, Desember 2018

Anggota Peneliti

(Atik Rokhayani, S.Pd, M.Pd)

Appendix

The Conclusion of “Skripsi” Written by the Students of English Education Department of Muria Kudus University in April 2017

Student 1

After completing the research, the writer concluded that there is a significant difference between the reading comprehension of the eighth grade students of MTs N 1 Kudus in 2016/2017 academic year before and after being taught by using Silent Card Shuffle Strategy. It is shown that t (obtained) falls in the critical region and H_0 is rejected and H_a is accepted. The result of t (obtained) is 14.4 and the t (critical) is ± 2.045 . The mean of the reading comprehension of the eighth grade students of MTs N 1 Kudus in 2016/2017 academic year before being taught by using Silent Card Shuffle Strategy is 66, while after being taught by using Silent Card Shuffle Strategy is 82. So, the writer concluded that Silent Card Shuffle Strategy is an effective strategy to teach reading of the eighth grade students of MTs N 1 Kudus in 2016/2017 academic year.

Student 2

After finding the research and discussing it in the previous chapter; the students' perception of the tenth preeminent class of MA NU Banat Kudus in 2015/2016 academic year toward their English teacher's time and classroom space is fair. The English teacher of the tenth preeminent class of MA NU Banat Kudus is fair in managing setting up the classroom and managing administrative task, transition and interruption while the students' perception of the tenth preeminent class of MA NU Banat Kudus teacher's managing instructional time is good. While the students perception of the tenth preeminent class of MA NU Banat Kudus in 2015/2016 academic year toward their English teacher's managing student's behavior is fair. On the other hand the researcher concludes that the students' perception of the tenth preeminent class of MA NU Banat Kudus toward the teacher's delivering teaching standard and reinforcement are fair. And from the last aspect of classroom management, the researcher conclude that the

students' perception of the tenth preeminent class of MA NU Banat Kudus in 2015/2016 academic year toward their English teacher providing feedback is fair. The English teacher of the tenth preeminent class of MA NU Banat Kudus is fair in providing oral feedback. So, from the explanation above, the researcher can conclude that the perception of the tenth preeminent class of MA NU Banat Kudus students in 2015/2016 academic year toward their English teacher classroom management is fair.

Student 3

After completing this research, the writer draws conclusion that can be seen as follows: The writer concluded that there is significant difference between the ability of writing recount text of the eighth grade students of SMP Negeri 1 Gabus Pati before and after being taught by writing personal letter in academic year 2016/2017, in the level of significance (α) is 0.05 degree of freedom (df) 35. It is shown that t (obtained) is higher than t (critical). The result of t_0 or t (obtained) is 11.60 and the t_1 or t (critical) is ± 2.030 . The mean of ability of writing recount text of the eighth grade students of SMP Negeri 1 Gabus Pati academic year 2016/2017 before being taught by writing personal letter is 64 and after being taught by writing personal letter is 74. Therefore, the mean post-test is significantly higher than pre-test and it can be concluded that writing personal letter is an effective way to teach writing recount text.

Student 4

The discussion from the previous chapter is to be summarized to accomplish the objective of the research. I would like to state a conclusion, since there is a statement of the problem that should be answered. The conclusion are as follows: Based on the questionnaire result, the perception of students of SMA N 1 Bae Kudus toward English PPL is good on three aspects of Hornings' criterion with over than 70% average of good perception for structure, position and backstage. But the perception of students toward setting aspect is still bad with over than 74% of bad perception. The result shows that English PPL students are

still not aware towards the benefits for constructing a good setting of the classroom but have a good ability to make a good structure, to reposition themselves and to behave out of classroom as their backstage aspect. The interview result shows that the perception of teacher of SMA N 1 Bae Kudus toward English PPL performance is still out of their expectation with most of the interview questions were answered with negative answer and a lot of opinion from them. We can see that on the result that the teacher mostly answer with not so good or still need to learn, for example of their preparation, structure, confidence and their voice in classroom. It shows that English PPL students not only need more preparation before they conduct the program but also learn and adapt faster during the program so they can reach the teacher expectation in the end of the program.

Student 5

Strategy is the tool for getting the achievement in study. Without using strategies, people will not be capable of study. Based on the result of the data analysis which has been discussed in the previous chapter, it can be concluded as follows: Based on the finding of this research, it can be concluded that students in public speaking lesson used social strategies most frequently than other strategies. It can be seen from the highest response that the students gave. There are three statements for social strategies, the 18 and 19 were the most strategies used by the students. The second strategy used by the students was cognitive strategy. The third strategy used by the students was compensation strategy. The fourth strategy was metacognitive strategy. The last strategy used by the students was memory strategy. Another finding was found out to know the students' strategies used by the students in high speaking ability. The result showed that the students in high speaking ability used social strategies. The second strategy used by the students was cognitive strategies. The third strategy used by the students were compensation strategies. Then, the next strategies had two strategies used by the students, they are affective and memory strategies. The last strategies used by the students in high speaking ability was metacognitive strategies.

Student 6

The writer would like to draw conclusion as follows: The result of The Implementation of Morning tutorial in SMA Muhammadiyah can be seen that three meeting in morning tutorial, the teacher always giving warming up to test students about their English knowledge by giving some questions. Teacher sometimes made a game in morning tutorial activity to make the students feel refresh and fun. In teaching learning process of morning tutorial, the teacher did not always use English to explain the material. The teacher always gave the assignment to the students to do individually or group. The technique which use the English teacher in teaching English is always asks students to practice after the teacher explained the material. By giving assignment to the students, the teacher will know how far their understanding about material. Teacher also always give correction after the students practice their work. From the second statement of the problem about students' perception in implementation of Morning tutorial, the writer shared questionnaire sheet in open-ended and closed-ended questions. The result of open-ended questions are all of the students stated that morning tutorial activity can help them to learn English easier because the class in morning tutorial is so fun and the students like the way of the English teacher teach them. While the result from closed-ended questions, we can see from the list of questions that have shown a positive responses from the students. Here, the writer can conclude that students get advantages from the teaching English in morning tutorial activity not only increase students' speaking skill but also help them to get English score better. 17 or 23 students also stated that they want the morning tutorial still continue until they in XII grade

Student 7

Based on the result of data analysis that had been calculated in the previous chapter, the writer concluded that there is a significant difference between the reading comprehension of Training Class 36th period students of *Effective English Conversation Course* (EECC) Kudus before and after being taught by using Chunking Technique. It can be seen from the t-test result that

showed t-obtained falls in the critical region and H_0 is rejected and H_a is accepted. The result of t-obtained is 19.4 and the t (critical) is ± 2.262 . The mean of reading comprehension of Training Class 36th period students of *Effective English Conversation Course* (EECC) Kudus before being taught by using Chunking Technique is 69, while after being taught by using Chunking Technique is 83. While looked at the condition in the classroom, the activeness and good understanding of the students in having Chunking is really nice for their reading comprehension. That activity is challenging and make them having total attention in their text. Therefore, the students easily in understanding the text deeply in short term memory and know how the meaning in English is formed. From this, the writer concluded that Chunking Technique is an effective technique to teach reading of *Effective English Conversation Course* (EECC) Kudus.

Student 8

The conclusions of the discussion in the previous chapters of this research are as follows: From the native and non-native research articles that have become the object of this research, it can be concluded that the common use of modal verbs in those research articles are the dominant use of modal verbs *can* to express the ability and possibility of something to be done and the rarest use of modal verbs *shall* in both native and non-native research articles. The different frequency of modal verb *would* (native) and *should* (non-native) as the second dominant modal verb occurrences showed that the native more preferably express prediction about something to be occurred in the future rather than to express personal feelings of obligation context as the non-native do. Based on the modal verbs categories, both native (51.1%) and non-native (46.4%) research articles used more permission/ability modal verb category rather than the other two. In addition, the occurrences of modal verbs between the native and non-native research articles are in the same number; that is 9.2 occurrences of modal verbs in every 1000 words. Although there are some identical use of modal verbs among the native and non-native research articles, the modal verbs meanings that presented by native and non-native have two main differences. The first is the

meanings of modal verbs *can*; where the native are more common to use it in the personal ability meaning (66.7%) but the non-native use modal verbs *can* more common in the logical possibility meanings (56.8%). The second is modal verbs meaning of *must*, the native commonly use it in the personal obligation meanings (52.9%) and the non-native more commonly use it in the logical necessity meanings (64.7%). The rest of modal verbs fit in the same meanings among the native and non-native use of modal verbs.

Student 9

After completing this research, the researcher concludes that the use of chain drill technique has a significant influence in the students' speaking ability of the eight graders of MTs Al-Falah Jepara in the academic year 2016/2017. It proved by the result of the t-test. The t-observation (t_o) in this research is 10.83, and the t-table is 2.040 in the level of significant 0.05 from degree freedom 31. It shows that t-observation is higher than t-table. It means H_o is rejected and H_a is accepted. Before doing this research, the researcher found the average score before being taught by using chain drill is categorized "low" (51.68). It causes the students quite difficult to speak up. While the speaking ability of eight graders of MTs Al-Falah in the academic year 2016/2017 after being taught by using chain drill is categorized "good" (72.40). It caused when the researcher applied this technique in teaching and learning process, the students is automatically forced to speak up. Thus, it can be said that the speaking ability of eight graders of MTs Al-Falah in the academic year 2016/2017 is better after being taught by using chain drill.

Student 10

Based on the data of this research, I concludes there is a significant impact on vocabulary of the fourth grade students at SD N 3 Bakalan Krapyak Kudus in 2016/2017 academic year before and after being taught by using pelmanism game. In the level significance 0.05 or 5% and degree of freedom (df) 18 showed that the data from t-test is found that t-obtained (t_o) is 21.1 falls in the critical region

because t-critical is ± 2.101 , so the null hypothesis is rejected and the alternative hypothesis is accepted. The result of pretest is categorized sufficient, which is the high score is 65 and the lowest score is 50. In the pretest score is found the mean is 59.5 and standard deviation is 5.2. Meanwhile the result of post test is categorized as good. If found the high score is 85 and the lowest score is 79. After the post test calculated, the mean 78.2 and standard deviation is 4.68.