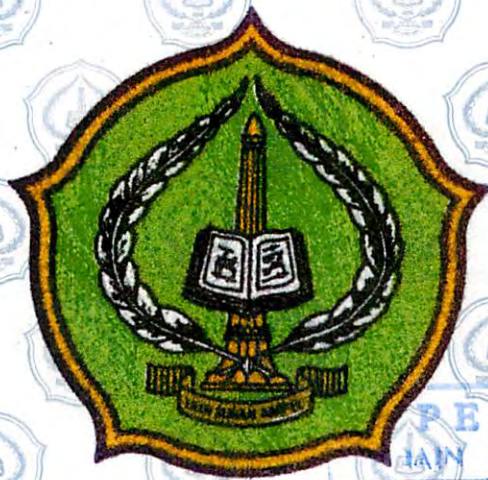


**THE USE OF WISE WORD IN TEACHING  
VOCABULARY IN THE FIRST YEAR STUDENTS OF  
MAN TAMBAKBERAS JOMBANG**

**THESIS**

**Submitted in partial fulfillment of the requirement for the degree of Sarjana  
Pendidikan Islam (S.Pd.I) in Teaching English**



PERPUSTAKAAN IAIN SUNAN AMPEL SURABAYA	
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**2010**

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NIM : D35206025  
Title : The Use of Wise Word in Teaching  
Vocabulary in the First Year Students of  
Man Tambakberas Jombang



Has been corrected and approved by the advisor to be examined.

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## HALAMAN PERNYATAAN

Penulis skripsi ini menyatakan dengan sesungguhnya, bahwa skripsi yang diujikan ini benar merupakan hasil karya penulis sendiri. Apabila kelak di kemudian hari terbukti bahwa karya tersebut bukan karya sendiri, maka penulis skripsi ini sanggup menanggungnya.

Penulis

A handwritten signature in black ink, appearing to read 'Mamluatul Jazilah', written in a cursive style.

Mamluatul Jazilah

























text comprehension skills should predict his/her ability to understand idiomatic meanings. Idiom comprehension in fact requires children to go beyond a simple word-by-word comprehension strategy and to integrate figurative meaning into contextual information. In a preliminary phase, she used a standardized battery of tests to assess the ability of second graders and fourth graders to comprehend written texts. Three groups were identified at each age level: good, medium, and poor comprehenders. Children were then presented with familiar idiomatic expressions which also have a literal meaning (e.g., “break the ice”).

Idioms were embedded in short stories: in Experiment 1 only the idiomatic interpretation was contextually appropriate, in Experiment 2 a literal reading of the string was also plausible in the context. A multiple-choice task was used in both experiments: children were asked to choose one answer among three corresponding to: (a) the idiomatic meaning; (b) the literal meaning; and (c) an interpretation contextually appropriate but not connected with the idiomatic or literal meaning of the idiom string. The results of both experiments showed that the ability to understand a text indeed predicted children's understanding of idioms in context. To verify whether possible improvements in children's comprehension skills might produce an increase in figurative language understanding, Experiment 3 was carried out. A group of poor comprehenders who participated in Experiments 1 and 2 was tested eight months later. The results of















































































13	Fairuz	90
14	Iflahatin Ni'mah	100
15	Irum Mirfatur Royani	85
16	Juni Halimatus Sa'diyah	95
17	Maziyatun Niswah	90
18	Miftakhul Jannah	100
19	Muniroh	100
20	Nahdia Salama	100
21	Novia Rahayu U	90
22	Nur Qomariyah S.	70
23	Nurul Fitriyah	80
24	Ratna Ni'matus Sholikhah	85
25	Rinatuz Zahra	100
26	Riza Nur Aida	95
27	Rohmatul A. Umami	95
28	Rosyida Nuril Izzati	90
29	Salwatul Fu'adah	70
30	Silvi Lailatul F.	85
31	Siti Nur Khasanah	100
32	Siti Ma'asroful A.	85
33	Veny Eka Yogawati	100
34	Wahyunia Maghfiroh	90





















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