

**PENELITIAN KOMPETITIVE UMK
RESEARCH REPORT**



**THE MASTERY OF WRITING TEXTS OF THE ELEVENTH GRADE
STUDENTS OF SENIOR HIGH SCHOOL IN KUDUS OF THE 2011/2012,
TAUGHT BY USING AUTHENTIC TEXTS AND TEXTS AVAILABLE ON
STUDENTS' TEXTBOOKS**

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**ENGLISH EDUCATION DEPARTMENT
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ABSTRACT

Madjdi, Achmad Hilal, 2012. *The Mastery of Writing Texts of the Eleventh Grade*

Students of Senior High Schools in Kudus of the 2011/2012, Taught by Using Authentic Texts and Texts Available on Students' Textbooks.

Key Words: Writing, Students of Senior High School, Authentic Texts.

The teaching of English in Indonesia has been bounded up with genre, meaning that text-based materials are the core of the development of the teaching and learning process. The teaching atmosphere make teachers to think of the use of authentic texts as they can support teaching and learning process as genuine model of texts. Theoretically, experts agree with the importance of the use of authentic texts in the teaching and learning activity with the reason that authentic texts perform real expression in the real socio cultural context. This research was done on the basis of the above discussion with the statement of the problem whether there is significant difference between the mastery on writing texts of the eleventh grade students of Senior High Schools in Kudus in the academic year 2011/2012, taught by using authentic texts and texts available on the students' textbook.

The purpose of this research is to find out the significant difference between the mastery on writing texts of the eleventh grade students of Senior High Schools in Kudus in the academic year 2011/2012, taught by using authentic texts and texts available on the students' textbook. The output of this research is hoped to give theoretical and empirical contribution to the teaching of English at Senior High School, especially on the teaching of writing Texts.

. This research was done in the framework of experimental design. The dependent variable of the research was the students' mastery on writing texts and the independent variable was the use of authentic texts and texts available in students' textbook. This research was managed to the eleventh grade students of SMAN 2 Bae Kudus, MAN I Kudus, SMA Muhammadiyah Kudus, and MA Al-Hidayah Getassrabi Kudus in the academic Year 2011/2012.

The finding shows that the mastery of writing text of the eleventh grade students of Senior High School in Kudus in the academic year 2011/2012 who were taught by using authentic text is categorized very good. The students who were taught by using authentic texts were noticed to be very enthusiastic and motivated to study. Therefore, the use of authentic texts in the teaching of writing to the students of senior high school is highly recommended.

ABSTRAK

Madjdi, Achmad Hilal, 2012. *Kemampuan Menulis Texts Siswa-Siswa Kelas Sebelas SMA di Kudus Tahun Ajaran 2011/2012, Yang Diajar dengan Menggunakan “Authentic Texts” dan Teks yang Tersedia dalam Buku Teks Siswa.*

Kunci: Writing, Students of Senior High School, Authentic Texts.

Pengajaran bahasa Inggris di Indonesia telah dipadukan dengan “genre”, yang berarti bahwa materi pembelajaran berbasis teks merupakan central dari pengembangan proses belajar mengajar. Atmosfer pengajaran semacam ini membuat para guru berpikir untuk menggunakan “authentic texts” karena teks sejenis ini dapat membantu proses belajar mengajar sebagai model teks asli. Secara teoritis, para ahli juga setuju dengan pentingnya penggunaan “authentic texts” dalam kegiatan belajar mengajar dengan alasan bahwa “authentic texts” dapat menghadirkan ekspresi nyata dari konteks sosio kultural yang sebenarnya. Penelitian ini dilaksanakan berdasarkan pembahasan di atas, dengan rumusan masalah apakah ada perbedaan yang signifikan antara kemampuan menulis teks siswa- siswa kelas sebelas SMA di Kudus tahun ajaran 2011/2012, yang diajar dengan menggunakan “authentic texts” dengan siswa-siswa yang diajar dengan menggunakan teks yang tersedia di buku-buku siswa.

Tujuan penelitian ini adalah untuk menemukan adanya perbedaan yang signifikan antara kemampuan menulis teks siswa- siswa kelas sebelas SMA di Kudus tahun ajaran 2011/2012, yang diajar dengan menggunakan “authentic texts” dengan siswa-siswa yang diajar dengan menggunakan teks yang tersedia di buku-buku siswa. Keluaran dari penelitian ini adalah kontribusi teoritis dan empiris terhadap pembelajaran bahasa Inggris di SMA, khususnya pembelajaran menulis teks.

Penelitian ini dilaksanakan dalam disain penelitian eksperimen. Variabel terikat adalah kemampuan siswa dalam menulis teks, dan variabel bebas adalah penggunaan “authentic texts” dan teks yang tersedia dalam buku teks siswa. Penelitian ini dilaksanakan pada siswa kelas sebelas SMA Muhammadiyah Kudus, MA Al-Hidayah Getassrabi Kudus, SMAN 2 Bae Kudus, and MAN I Kudus, in the academic Year 2011/2012.

Hasil penelitian ini menunjukkan bahwa kemampuan siswa SMA kelas sebelas tahun ajaran 2011/2012 di Kudus dalam menulis teks, yang diajar dengan menggunakan

“authentic texts”, sangat baik. Mereka juga sangat antusias dan termotivasi untuk belajar. Karena itu, penggunaan “authentic texts” dalam pembelajaran menulis pada siswa-siswa SMA sangat direkomendasikan / disarankan oleh peneliti.



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Finally, the researcher recommend the use of authentic texts in the English teaching and learning activity and state that this research can be more developed by others who are interested in the study of using authentic texts in English teaching.

The Researchers

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