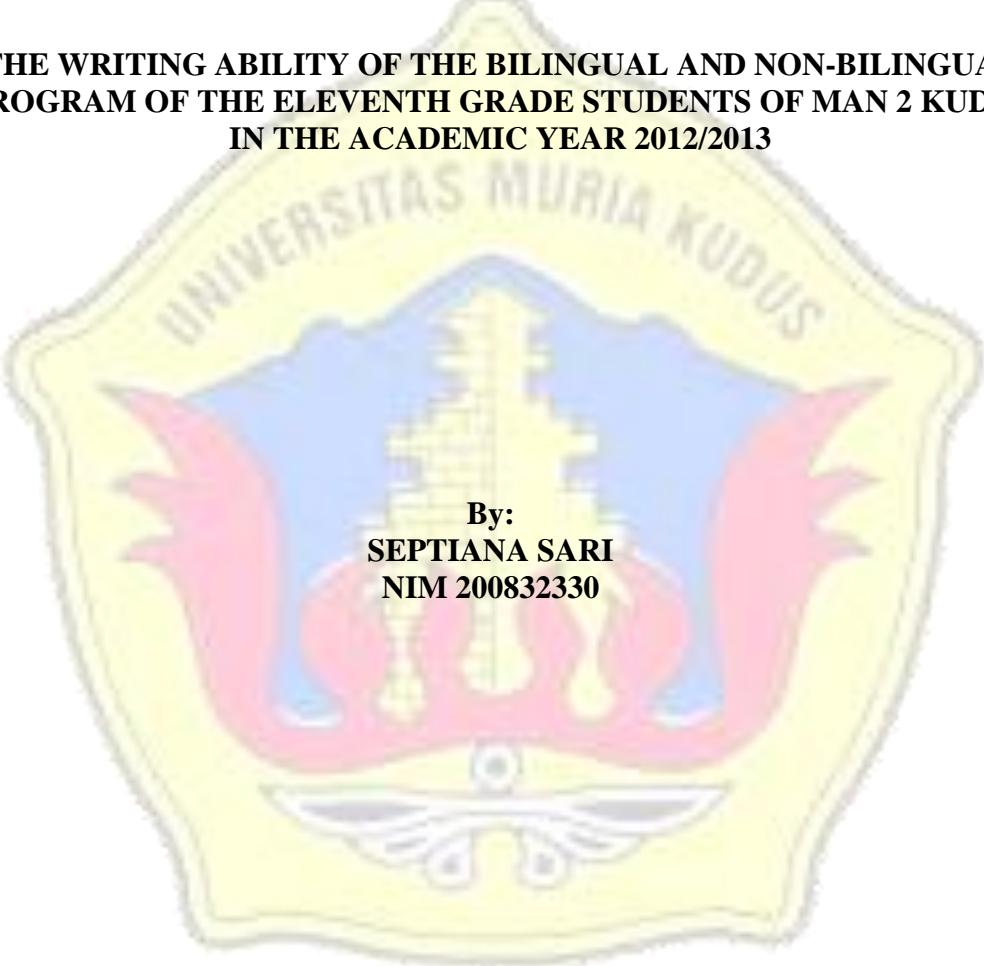




**THE WRITING ABILITY OF THE BILINGUAL AND NON-BILINGUAL
PROGRAM OF THE ELEVENTH GRADE STUDENTS OF MAN 2 KUDUS
IN THE ACADEMIC YEAR 2012/2013**



By:
SEPTIANA SARI
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The logo is a larger, yellow and blue version of the one at the top, featuring the same central emblem and the text "UNIVERSITAS MURIA KUDUS" around the top border.

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
MURIA KUDUS UNIVERSITY
2013**



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MURIA KUDUS UNIVERSITY
2013**

MOTTO AND DEDICATION

MOTTO:

Cogito Ergo Sum, I Am Thinking , Therefore; I Am Being (René Descartes)



This skripsi is dedicated to:

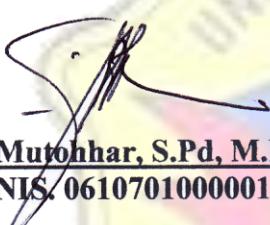
- My beloved Mother and Father.*
- My beloved brothers and sisters.*
- All of my best friends who always support me.*
- Somebody who taught me what life is supposed to be.*
- My beloved someone special*

ADVISORS' APPROVAL

Ther is to certify that the skripsi of Juwita Wijiastuti (NIM .200832196) has been approved by the skripsi advisors for further approval by the Examining Committee.

Kudus, March 2013

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Kudus, March 2013

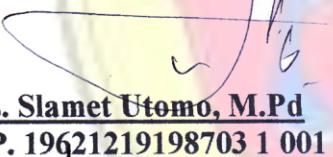
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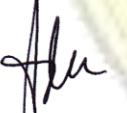
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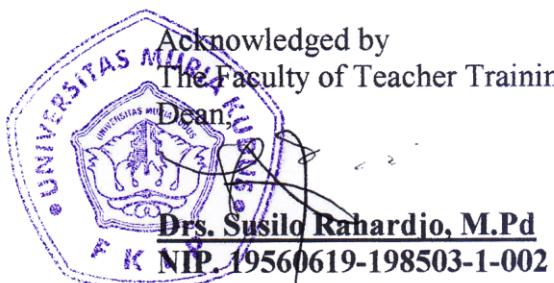
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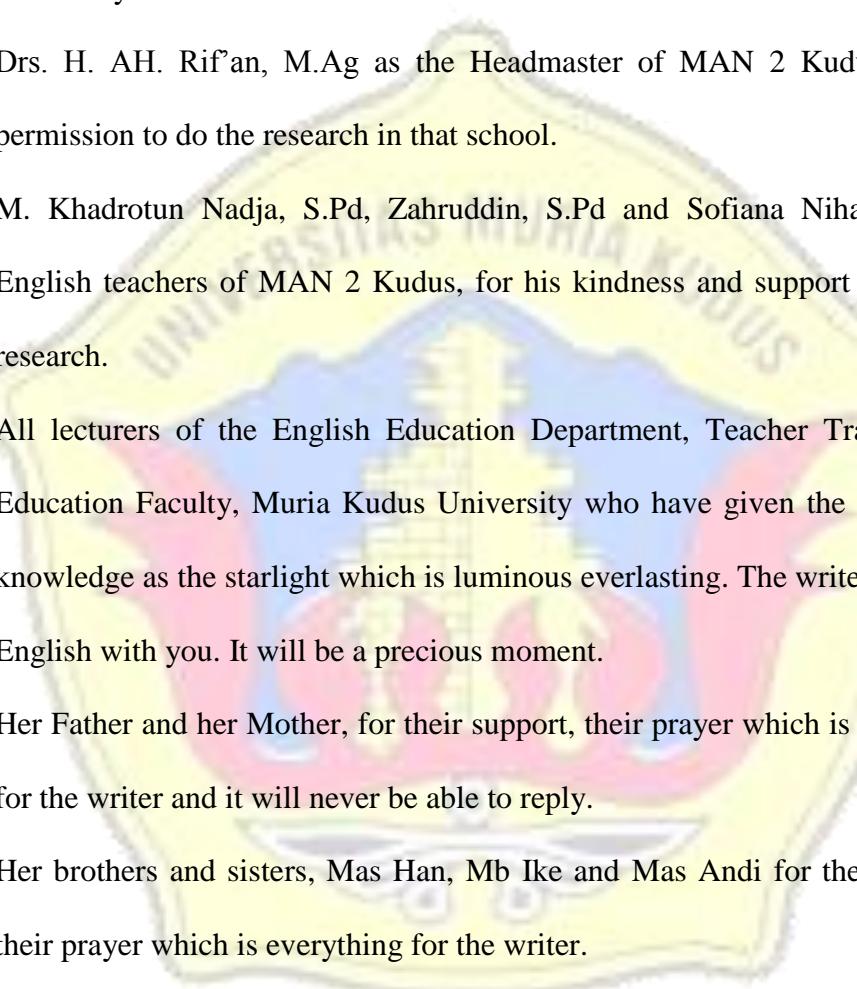
Bismillhirrahmanirrahim

Alhamdulillahirobbil'alamin, the writer wishes to express her high gratitude to praise to Lord of the world Allah SWT form existence as a human in this world, the blessing, health, and inspiration in her final project to complete. Allah SWT is the only Almighty who always loves all His creatures in every situation. Peace and blessing be upon the prophet Muhammad SAW who guides the people to God's path.

This final project entitles "The Writing Ability and Difficulty of the Bilingual and Non-Bilingual Program of the Eleventh Grade Students of MAN 2 Kudus in Academic Year 2012/2013"

In all modestly, the writer would like to extend her deepest appreciation to the following people:

1. Drs. Susilo Rahardjo, M.Pd as the Dean of Teacher and Education Faculty The University of Muria Kudus.
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- 
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project. Therefore, suggestion and criticism are always needed for betterment.

Kudus, March 2013

The writer

Septiana Sari

ABSTRACT

Sari, Septiana. 2013. *The Writing Ability of the Bilingual and Non-Bilingual Program of The Eleventh Grade Students of MAN 2 Kudus in the Academic Year 2012/2013*. Skripsi: English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Diah Kurniati, S.Pd, M.Pd (2) Rismiyanto, SS, M.Pd.

Key Words: Writing Ability, Bilingual Program, Non-Bilingual Program

Writing ability is delivered from that explain of course we need to practice or express what idea in our mind in the form of list, letter, essay, reports, or novels. It is also taught to the bilingual and non-bilingual program of the eleventh grade students of MAN 2 Kudus. Therefore, the English teachers have to always help to improve the students' writing ability. Bilingual Program is a program to provide students with native-like language skills in foreign language by applying the use of language deeply as a medium of teaching in regular school curriculum. Non-Bilingual Program refers to conventional class which uses one language in its teaching learning process.

The objectives of this research are; 1) To know the writing ability of the bilingual program of the eleventh grade students of MAN 2 Kudus in the academic year of 2011/2012; 2) To know the writing ability of the non-bilingual program of the eleventh grade students of MAN 2 Kudus in the academic year of 2011/2012; 3) To know the distribution of writing difficulties faced by the bilingual program and non-bilingual program of the eleventh grade students of MAN 2 Kudus in the academic year of 2011/2012.

The design of this research is descriptive qualitative research. The population of this research is all of the bilingual and non-bilingual programs of the eleventh grade students of MAN 2 Kudus. The research takes two classes as a sample by using cluster random sampling technique, they are; class XI bilingual and XI non-bilingual. The research instrument used by the researcher is test of students' writing ability score and questionnaire of writing difficulties of bilingual and non-bilingual program of eleventh grade students of MAN 2 Kudus.

The result shows that the writing ability of the bilingual program of the eleventh grade students of MAN 2 Kudus in the academic year of 2012/2013 was considered good category. It can be seen from the average value of bilingual students' writing ability was 84; it is on the interval 81-90. The writing ability of the non-bilingual program of eleventh grade students of MAN 2 Kudus in the

academic year of 2012/2013 was considered sufficient category. It can be seen from the average value of bilingual students' writing ability was 74; it is on the interval 60-80. It is known that the distribution of writing difficulties of the bilingual program of the eleventh grade students of MAN 2 Kudus in the academic year of 2012/2013 is as follow: organization (4.762%), content (9.524%), grammar (18.095%), vocabulary (15.238%), genre (22.381%), punctuation (10.952%), learning process (12.381%), and environment (6.667%). However, it is known that the distribution of writing difficulties of the non-bilingual program of the eleventh grade students of MAN 2 Kudus in the academic year of 2012/2013 is as follow: organization (3%) content (6.25%), grammar (13.25%), vocabulary (13.25%), genre (19.75%), punctuation (11%), learning process (23.75%), and environment (12.75%).

The conclusion is that the writing ability of the bilingual program of the eleventh grade students is medium and the writing ability of the non-bilingual program of eleventh grade students is low. The distribution of the writing difficulties faced by bilingual program is dominated by genre with (22.381%) and the distribution of writing difficulties faced by the non-bilingual program of the eleventh grade students is dominated by learning process with (23.75%).

The suggestions are (1) the teacher needs to force students to memorize some vocabulary and strengthen their English grammar especially past tense, (2) the students also need to memorize a lot of vocabulary in order that they can write smoothly and they also need to strengthen their English grammar so that they can write correctly, (3) the next researcher to conduct further study that can enhance this research because this research actually can be broaden and extended to other subject and in different setting.

ABSTRAKSI

Sari, Septiana, 2013. *Kemampuan Menulis Program Bilingual dan Bukan Bilingual Siswa Kelas Sebelas MAN 2 Kudus pada Tahun Ajaran 2012/2013.* Skripsi: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing (1) Diah Kurniati, S.Pd, M.Pd.
(2) Rismiyanto, SS, M.Pd.

Kata Kunci : Kemampuan Menulis, Program Bilingual, Program Bukan Bilingual

Kemampuan menulis adalah penyampaian dari penjelasan secara tertulis yang tentunya membutuhkan praktik atau mengekspresikan ide apa saja yang ada didalam pikiran kita dalam bentuk daftar, surat, esai, laporan atau novel. Hal itu sudah diajarkan pada siswa kelas sebelas program bilingual dan bukan bilingual di MAN 2 Kudus. Untuk itu, guru bahasa Inggris harus selalu membantu meningkatkan kemampuan menulis para siswa. Program bilingual adalah program yang menyiapkan siswa dengan kemampuan atau keahlian bahasa mirip bahasa aslinya dalam bahasa asing dengan menerapkan penggunaan bahasa secara mendalam sebagai media pengajaran di kurikulum sekolah umum. Program bukan bilingual merujuk pada kelas konvensional yang menggunakan satu bahasa dalam proses belajar mengajarnya.

Tujuan dari penelitian ini adalah 1) untuk mengetahui kemampuan menulis siswa kelas sebelas program bilingual di MAN 2 Kudus pada tahun ajaran 2012/2013; 2) untuk mengetahui kemampuan menulis siswa kelas sebelas program bukan bilingual di MAN 2 Kudus pada tahun ajaran 2012/2013; 3) untuk mengetahui distribusi kesulitan-kesulitan menulis yang dihadapi oleh siswa kelas sebelas program bilingual dan bukan bilingual di MAN 2 Kudus pada tahun ajaran 2012/2013.

Desain penelitian ini adalah penelitian deskriptif kualitatif. Populasi dari penelitian ini adalah program bilingual dan bukan bilingual dari semua siswa kelas sebelas pada tahun ajaran 2012/2013. Peneliti mengambil dua kelas sebagai sampel dengan menggunakan teknik cluster random sampling, kelas tersebut adalah kelas sebelas bilingual dan kelas sebelas bukan bilingual. Instrumen penelitian yang digunakan oleh peneliti adalah tes hasil nilai kemampuan menulis siswa dan angket kesulitan-kseulitan menulis siswa dari bilingual dan bukan bilingual di MAN 2 Kudus.

Hasil penelitian menunjukkan bahwa kemampuan menulis program bilingual siswa kelas sebelas MAN 2 pada tahun ajaran 2012/2013 dikategorikan bagus. Ini dapat dilihat dari rata-rata nilai kemampuan menulis siswa bilingual adalah 84; ini pada interval 81-90. Kemampuan menulis program bukan bilingual siswa kelas sebelas MAN 2 pada tahun ajaran 2012/2013 dikategorikan cukup. Ini dapat dilihat dari rata-rata nilai kemampuan menulis siswa bilingual adalah 74; ini pada interval 60-80. Diketahui distribusi kesulitan-kesulitan menulis yang dihadapi oleh program bilingual siswa kelas sebelas MAN 2 Kudus pada tahun akademik 2012/2013 adalah sebagai berikut: organisasi (4.672%), isi (9.524%), grammar (18.095%), kosakata (15.238%), genre (22.381%), tandabaca (10.952%), proses belajar (12.381%) dan lingkungan (6.667%). Bagaimanapun juga, diketahui distribusi kesulitan-kesulitan menulis yang dihadapi oleh program bilingual siswa kelas sebelas MAN 2 Kudus pada tahun akademik 2012/2013 adalah sebagai berikut: organisasi (3%), isi (6.25%), grammar (13.25%), kosakata (13.25%), genre (19.75%), tanda baca (11%), proses belajar (23.75%) dan lingkungan (12.75%).

Kesimpulannya adalah kemampuan menulis pada siswa kelas sebelas program bilingual adalah tengah-tengah dan kemampuan menulis pada siswa kelas sebelas yang program bukan bilingual di MAN 2 Kudus pada tahun ajaran 2012/2013 adalah rendah. Distribusi kesulitan-kesulitan menulis yang dihadapi oleh program bilingual siswa kelas sebelas didominasi oleh genre dengan (22.38%) dan distribusi kesulitan-kesulitan menulis yang dihadapi oleh program bilingual siswa kelas sebelas didominasi oleh proses belajar dengan (23.75%).

Saran-saranya adalah (1) guru harus memaksa siswa menghafal beberapa kosakata dan memperkuat grammar Bahasa Inggris mereka terutama past tense, (2) para siswa juga harus menghafal banyak kosakata agar mereka dapat menulis dengan lancar dan mereka juga harus memperkuat grammar Bahasa Inggris mereka sehingga mereka dapat menulis dengan benar, (3) peneliti selanjutnya, supaya melakukan penelitian lebih lanjut yang dapat memperkaya penelitian ini karena penelitian ini nyatanya dapat dilebarkan dan ditingkatkan pada subjek lain dan dalam setting yang berbeda.

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