



**THE STUDENTS' PERCEPTIONS OF THE GENRE-BASED WRITING  
STRATEGY USED BY THE TEACHER IN ENGLISH EDUCATION  
DEPARTMENT OF MURIA KUDUS UNIVERSITY IN ACADEMIC  
YEAR 2014/2015**

**(A case of English Education Department)**

**By:**

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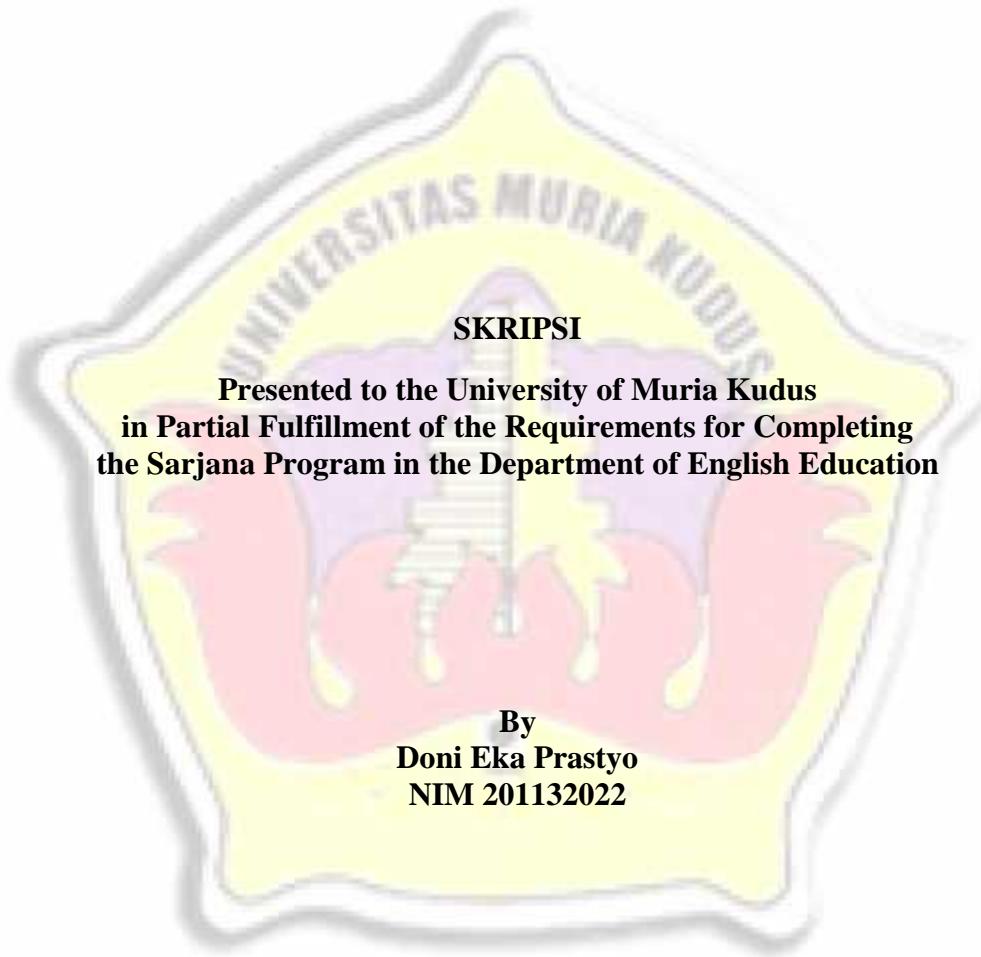
**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY**

**2015**



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TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2015**

## MOTTO AND DEDICATION

### **Motto:**

- *Crafts life. Don't let life craft you!*
- *Obstacles are what you see when you take your eye off the goal.*
- *Giving up is not my style.*
- *Life isn't about finding yourself, life is about creating yourself.*
- *Be who you were meant to be.*
- *The future is my unknown paradise.*

### **This skripsi is dedicated to:**

*The skripsi is dedicated to:*

- ❖ *The writer's beloved father (Supadi) and mother (Siti Zaenab).*
- ❖ *The writer's beloved family*
- ❖ *The writer's beloved friends*
- ❖ *All writer's lecturers on Muria Kudus University*
- ❖ *All the writer's friends in English Education Department of UMK*
- ❖ *Somebody who taught the writer what loving life is meant to be.*

### **ADVISORS' APPROVAL**

This is to certify that the *Skripsi* of Doni Eka Prastyo (NIM 2011-32-022) has been approved by the *Skripsi advisors* for further approval by the Examining Committee.

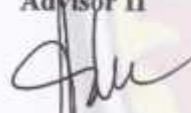
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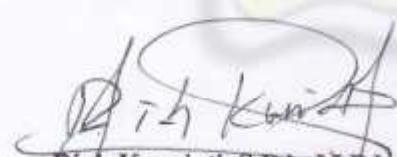
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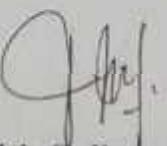
  
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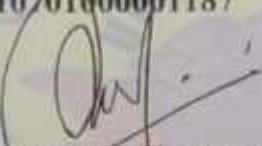
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In this occasion, the writer would like to express his sincere gratitude to:

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7. All people involved during the writing of this study.

The writer realizes that there are still some lacking in his research proposal because of limitation knowledge and ability. However, he hopes that this study will be useful for the writer himself, the students, the teachers, and the readers.

Kudus, August 23<sup>rd</sup> 2015

The writer

Doni Eka Prastyo



## ABSTRACT

Eka Prastyo, Doni. 2015. *The Students' Perceptions of the Genre-based Writing Strategy Used by the Teacher in English Education Department of Muria Kudus University in Academic Year 2014/2015.* Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Dr. Slamet Utomo, M.Pd., (2) Agung Dwi Nurcahyo, SS, M.Pd.

**Keywords:** Students' Perception, Strategy of Genre-based Writing.

Many people debate about what influences the English writing by their own ideas, words, or experiences. Even though it can be true, that is still personal statement and it must have different impact to other people. Many English Education Department students of Muria Kudus University of genre-based writing course tend to be easy to be down in keeping their mood and concentration be stable. So that it wastes the learning time if they just force their energy in thinking hard without any effective strategy as the solution. Effectiveness the use of strategy in genre-based teachin-learning influences the result of the learning itself. Maintaining concentratnion, mood, idea, and inspiration can be maximized by applying suitable and enjoyable strategy in the genre-based writing learning. Because of that reason, the writer conducts the study in teaching-learning of genre-based writing in enhanching the quality of teaching-learning strategy in genre-based writing course in EED of Muria Kudus University.

This research aims to describe the perceptions that might influences the quality of genre-based writing strategy of the English Education Department of Muria Kudus University in academic year 2014/2015.

The method that is used in this research is qualitative. The writer takes 20 students of English Education Department as the participant. The research instrument which is used by the writer are interview and questionnaire. Then, the writer classifies the data and gather all points of the data per number. The data is selected which one is reasonable or not and generalize the similar statements.

The result of this study shows that genre-based writing teaching-learning strategy can be enhanced by applying brainstorming, gathering many references, making a learning goals in self-learning strategy. The use of kinds of media as a helper tool is very required to stimulate students' imagination. Besides that, conduct the contextual like outdoor classroom learning strategy is effective in guiding students understanding the lesson and refresh the students mood, inspiration and concentrasian.

After knowing the result of this study that the appropriate strategy influences the effectiveness of genre-based teaching-learning of English Education Department students of Muria Kudus University. Thus, the writer suggest that the teachers are hoped more creative, innovative, contextual and enjoyable in developing teaching-learning strategy, especially in genre-based teaching-learning.

## ABSTRAK

Eka Prastyo, Doni. 2015. *Persepsi Mahasiswa Mengenai Strategy Pembelajaran pada Genre-based Writing yang Digunakan oleh Guru Pengajar pada Program Studi Bahasa Inggris Universitas Muria Kudus Tahun Ajaran 2014/2015.* Skripsi. Program Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan. Dosen Pembimbing: (i) Dr. Slamet Utomo, M.Pd (ii) Agung Dwi Nurcahyo, SS, M.Pd.

Kata kunci: Persepsi Mahasiswa, strategi dari Genre-based Writing.

Banyak orang memperdebatkan apa yang mempengaruhi kualitas penulisan bahasa Inggris oleh ide, kata-kata, atau pengalaman mereka sendiri. Meskipun terkadang benar, itu merupakan pernyataan pribadi dan pastilah berbeda bagi orang lain. Dalam hal ini, penulis akan menyatakan persepsi tentang apa yang mempengaruhi penulisan bahasa Inggris berbasis jenis tulisan. Banyak siswa Program Jurusan Bahasa Inggris Pendidikan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus yang mengikuti kelas, khususnya mata kuliah genre-based writing cenderung mudah mengalami penurunan dalam menjaga mood dan konsentrasi mereka tetap stabil. Sehingga hal ini hanya menyia-nyiakan waktu efektif belajar jika mereka hanya memaksa energi mereka dalam berpikir keras tanpa strategi yang efektif sebagai solusi. Efektivitas penggunaan strategi pada kegiatan belajar-mengajar dalam mata kuliah genre-based writing mempengaruhi hasil belajar itu sendiri. Mempertahankan kestabilan konsentrasi, daya pikir, ide, dan inspirasi dapat dimaksimalkan dengan menerapkan strategi yang sesuai dan menyenangkan dalam pembelajaran genre-based writing. Oleh karena itu, penulis melakukan penelitian yang fokus pada kegiatan belajar-mengajar pada mata kuliah genre-based writing dalam meningkatkan kualitas strategi belajar mengajar pada genre-based approach di dalam program pendidikan Bahasa Inggris dari Universitas Muria Kudus.

Penelitian ini bertujuan untuk menggambarkan persepsi yang mungkin mempengaruhi kualitas strategi pembelajaran penuilisan dalam bahasa Inggris berbasis jenis tulisan Pendidikan Bahasa Inggris Universitas Muria Kudus pada tahun ajaran 2014/2015.

Metode yang akan digunakan dalam penelitian ini adalah kualitatif. Penulis menyertakan 20 mahasiswa Jurusan Pendidikan Bahasa Inggris sebagai partisipan penelitian. Instrumen penelitian yang digunakan oleh penulis adalah interview dan kuesioner. Kemudian, peneliti akan mengklasifikasikan data. Dan mengumpulkan semua data per nomor. Data akan dipilih mana yang cocok atau tidak dan kemudian menyatakan persepsi yang telah didapatkan.

Hasil penelitian ini menunjukkan bahwa kegiatan belajar-mengajar mata kuliah genre-based writing dapat ditingkatkan dengan menerapkan sistem brainstorming, pengumpulan banyak referensi pembelajaran, pembuatan tujuan pembelajaran dalam strategi belajar mandiri. Penggunaan

berbagai jenis media sebagai alat pembantu kegiatan belajar-mengajar sangat dibutuhkan untuk membantu para siswa menstimulasi daya imaginasi mereka. Selain itu, pembelajaran yang kontekstual seperti strategi pembelajaran di luar kelas juga efektif dalam membimbing siswa memahami pelajaran dan juga menyegarkan mood, inspirasi dan konsentrasi para siswa.

Setelah mengetahui hasil penelitian mengenai strategi yang tepat mempengaruhi efektivitas kegiatan belajar-mengajar genre-based writing pada program pendidikan bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Dengan demikian, penulis menyarankan bahwa guru diharapkan lebih kreatif, inovatif, kontekstual dan menyenangkan dalam mengembangkan strategi belajar-mengajar, terutama pada mata kuliah genre-based writing



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