



**STEREOTYPE OF LEARNING ENGLISH MADE BY
KETRAMPILAN WAJIB BAHASA INGGRIS STUDENTS
OF UNIVERSITAS MURIA KUDUS
IN ACADEMIC YEAR 2015/2016**

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TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2017**



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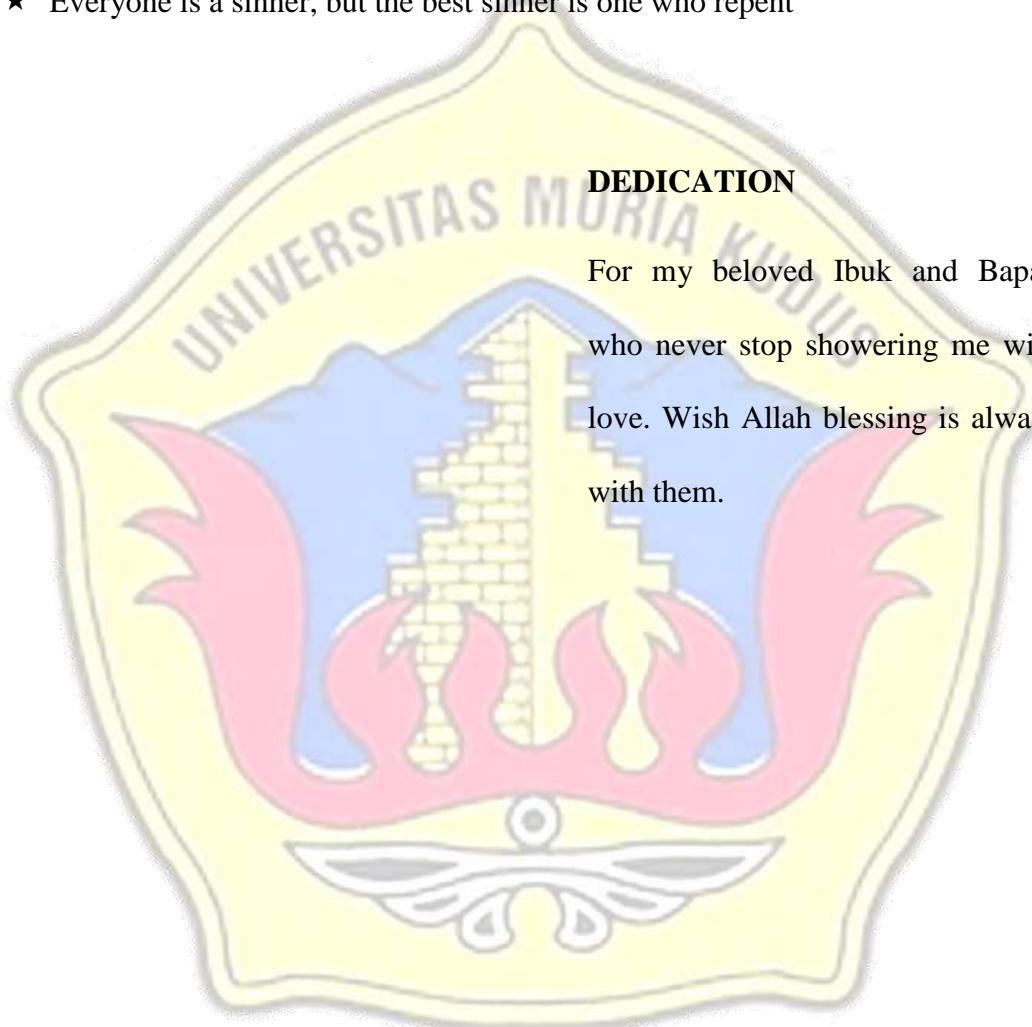
MOTTO AND DEDICATION

MOTTO

- ★ Allah blessing follows parents'(al hadith)
- ★ There is nothing impossible when you remember you have Allah in your side
- ★ Everyone is a sinner, but the best sinner is one who repent

DEDICATION

For my beloved Ibuk and Bapak
who never stop showering me with
love. Wish Allah blessing is always
with them.



ADVISORS' APPROVAL

This is to certify that *Skripsi* of Izzatun Nida Musa (NIM 201232085) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

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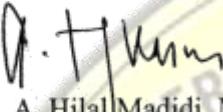
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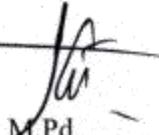

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Alhamdulillah, thanks to Allah that I can finish this study smoothly. Sholawat and salam never forget to be sent to Prophet Muhammad SAW whose hadith always motivate me to study harder that is “Seek knowledge from cradle to grave.”

I would like to acknowledge many people whom I am indebted to both directly and indirectly for the completion of this study. I can only mention a few of them here. First, and foremost, Dr. H A. Hilal Madjdi, M.Pd and Mr. Fajar Kartika, S.S., M.Hum, my advisors for this skripsi who kindly answer every questions from me for detailed comments on nearly every aspect of the manuscript. I have received a very big help and cooperation from the officer and all of the participants in Ketrampilan Wajib Bahasa Inggris of Universitas Muria Kudus during my research. I have also receive a great deal of useful knowledge and suggestions from all of my lectures in the EED. The task of writing this skripsi was made much easier by the support, understanding, and encouraging of my parents Mr and Mrs Musa, and my brother Zidan A. Musa. Last but not least, I would thank my colleagues in the English Education Department at UMK and my buddies for their intellectual stimulation and encouragement.

Not to say that this study are free from flaw, I kindly accept every comment and suggestion for this study.

Kudus, February 8th

ABSTRACT

Musa, Izzatun Nida. 2017. *Stereotype of Learning English Made by Ketrampilan Wajib Bahasa Inggris Students of Universitas Muria Kudus in Academic Year 2015/2016*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Dr. H A. Hilal Madjdi, M.Pd. (2) Fajar Kartika, S.S., M.Hum.

Key words: Stereotype, Learning English.

Stereotype is labelling. It is formed in a word or short phrase. Stereotyping is generalizing things by pointing most remembered info or impression and ignoring the rest. Since human tends to remember or focus on what is flaw, most stereotype are formed in negative connotation. While the negative stimulant of stereotype in learning English arising comes from some aspects, such: social, emotional, biological, pedagogical, and cultural.

This research is devoted to find out the stereotypes of learning English and explore its factors made by *Ketrampilan Wajib Bahasa Inggris* students of Universitas Muria Kudus in academic year 2015/2016.

This research is classified as a case study. The data of this research are stereotypes made by *KW Bahasa Inggris* students while the data are taken from even semester students of *KW Bahasa Inggris* in academic year 2015 / 2016 as participant or data source.

There are three category students of stereotype holder. The first are holding positive-connotation stereotype, the second are holding positive and negative-connotation, and the third are holding the negative. The stereotype hold by students are difficult, confusing, useful, fun, challenging, interesting, foreigner, amazing, tiring, ruminating, complicated, frustrating, boring, easy, important, US, foreign language, grammar, formula, words meaning, and dictionary. There are four negative stimulant in learning which become major factors that make learning English is stereotyped. They are attitude toward learning and language, type of method and instruction, little access and L1-L2 closeness. Each student in first category face 3-4 negative stimulants in learning English. Each student in second category face 5 negative stimulants in learning English. And each student in third category face 5-6 negative stimulants in learning English. The earlier negative stimulant in learning English, the more students dislike and have bad attitude towards learning English and negative stereotype will be made.

The most hold stereotype is difficult and the more negative stimulant students face, the less positive stereotype they hold while since type of method and instruction used by teacher are matter the most for the third category students, so I would like to suggest English teacher to work on the method they use in teaching in the point that they need to fit the method in to students' character and not to teach in monotonous way.

ABSTRAK

Musa, Izzatun Nida. 2017. *Stereotip Belajar Bahasa Inggris yang Dibuat oleh Mahasiswa Ketrampilan Wajib Bahasa Inggris Universitas Muria Kudus Tahun Ajaran 2015/2016.* Skripsi. Program Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Dr. H A. Hilal Madjdi, M.Pd. (2) Fajar Kartika, S.S., M.Hum.

Kata kunci: Stereotip, Belajar Bahasa Inggris.

Stereotip adalah pelabelan yang dibentuk dalam sebuah kata atau frasa singkat. Stereotip merujuk pada kesan yang paling diingat dan mengabaikan sisanya. Karena manusia cenderung untuk mengingat atau fokus pada apa yang cacat, kebanyakan stereotip terbentuk dalam konotasi negatif. Sementara stimulan negatif dari stereotip dalam belajar bahasa Inggris yang timbul berasal dari beberapa aspek, seperti: sosial, emosional, biologis, pedagogis, dan budaya.

Penelitian ini ditujukan untuk mengetahui stereotip belajar bahasa Inggris dan mengeksplorasi faktor-faktor yang dibuat oleh mahasiswa Ketrampilan Wajib Bahasa Inggris dari Universitas Muria Kudus pada tahun akademik 2015/2016.

Penelitian ini diklasifikasikan sebagai studi kasus. Data dari penelitian ini adalah stereotip yang dibuat oleh siswa KW Bahasa Inggris sedangkan data yang diambil dari mahasiswa KW Bahasa Inggris semester genap tahun akademik 2015/2016.

Ada tiga kategori mahasiswa pemegang stereotip. Yang pertama memegang stereotip berkonotasi positif, yang kedua memegang stereotip berkonotasi positif-negatif, dan yang ketiga memegang negatif saja. Stereotip dari belajar bahasa Inggris yang muncul adalah sulit, memusingkan, bermanfaat, seru, menantang, menarik, orang asing, wow, melelahkan, harus direnungkan, rumit, membuat frustasi, membosankan, mudah, penting, Amerika, bahasa asing, grammar, rumus, arti, dan kamus. Ada empat stimulant negative yang menjadi faktor utama yang memicu siswa untuk menstereotip belajar Bahasa Inggris yaitu sikap terhadap belajar dan bahasa, tipe metode dan perintah, akses yang terbatas, dan kedekatan antara L1-L2. Setiap mahasiswa dalam kategori pertama menghadapi 3-4 stimulan negatif dalam belajar bahasa Inggris sedangkan kategori kedua menghadapi 5 stimulan negatif dan siswa dalam kategori ketiga menghadapi 5-6 stimulan negatif. Semakin awal stimulan negatif muncul semakin banyak siswa tidak suka dan memiliki sikap buruk dalam belajar dan stereotip negatif akan terbentuk.

Stereotip paling banyak dipegang adalah “sulit” dan semakin banyak stimulant negative muncul maka semakin sedikit stereotype positif yang dipegang. Karena jenis metode dan instruksi yang digunakan oleh guru adalah masalah yang paling banyak muncul untuk kategori ketiga, jadi saya ingin menyarankan guru bahasa Inggris untuk memperbaiki metode yang mereka gunakan dalam mengajar untuk menyesuaikan metode untuk karakter siswa dan tidak mengajar dengan cara monoton.

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