AN ANALYSIS ON STUDENTS' ABILITY
IN WRITING SPOOF TEXT AT GRADE XI IPA MAN 1 SIABU

A THESIS

Submitted to the institute of Islamic Studies (IAIN)
Padangsidimpuan as a Partial Fulfillment of Requirement
For Degree of Islamic Educational Scholar (S.Pd.I)
In English

By:

SYURYA RAHMA RANGKUTI
Reg. No. 09 340 0024

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHING TRAINING FACULTY
THE STATE INSTITUTE OF ISLAMIC STUDIES
(IAIN) PADANGSIDIMPUAN
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English Program

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Item   : 7 (seven) Exemplars   Dean Tarbiyah and teaching training faculty
                                       in –
                                       Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belongs to **Syurya Rahma Rkt**, entitle *"An Analysis on Students' Ability to Writing Spoof Text at Grade XI IPA MAN 1 Siabu"*, we assume that the thesis has been acceptable to complete the assignment fulfill for the degree of Islamic Educational Scholar (S.Pd.I) in English.

Therefore, we hope that the thesis will soon be examined in front of Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
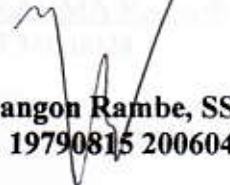Wassalamu'alaikum Wr. Wb.

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DECLARATION OF SELF THESIS COMPLETION

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Name : SYURYA RAHMA RANGKUTI
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Thesis : **An Analysis on Students' Ability To Writing Spoof Text At Grade Xi IPA Man 1 Siabu**

Had written this thesis with consultative aids of advisors, dividing plagiarism and others' un-registered advice based on students' code case 14 verses 2.

This statement is accomplished fully responsibility. The researcher will receive every chastisement if there is inaccurate on this statement as sentenced in students' code case 19 verses 4 including taking off the academic degree un-respectfully based on the official authorized norms.

Padangsidimpuan, 06 May 2015
Assertive Researcher

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As academic civity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

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Nim   : 09 340 0024
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-1
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Date   : 06 May 2015

The Signed

(SYURYA RAHMA RANGKUTI)

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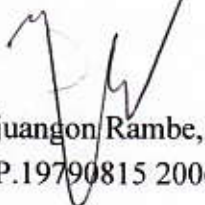
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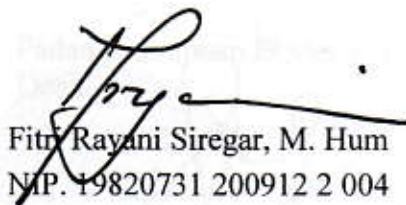
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LEGALIZATION

Thesis	: AN ANALYSIS ON STUDENTS' ABILITY IN WRITING SPOOF TEXT AT GRADE XI IPA MAN 1 SIABU
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The Thesis had been accepted as a partial fulfillment of the requirement for the

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Padangsidimpuan, 19 Mei 2015

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ABSTRACT

Name   : SYURYA RAHMA RANGKUTI
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Program Study   : English Program
Title of Thesis   : An Analysis on Students' Ability in Writing Spoof Text At Grade XI IPA MAN 1 Siabu

This research discussed about students' ability in writing spoof text at grade XI IPA MAN Siabu. The purpose of this research was to describe students' ability in writing spoof text at grade XI IPA MAN Siabu. The students' problems in this research were low ability in writing, not many students knew what spoof text, the students cannot write spoof text well. Students did not write in chronological order. Then, they did not write based on the generic structure that has been explained by the English teacher. Even, students still wrote the grammatical focused in simple present tense. Whereas, it had been stated in their English text book that spoof text is focused on past tense.

In this research, researcher used descriptive approach in the type of the qualitative analysis. Researcher used interview and test as the instrument to collecting the data. The form of the test was essay test. The research was done in MAN 1 Siabu. The sources of data was the second years students, there were 40 students as sample of analytical unit from 120 students at grade XI MAN 1 Siabu. Data was processed and analyzed with qualitative process.

Based on the result of research, researcher found that the students' ability in writing spoof text at grade XI IPA MAN Siabu was 54.22%. Then, Based on the result of interview, researcher concluded that the students had poor vocabularies, difficult in structure and tenses. The last, the students had low motivation, lazy and lack concentration. So, researcher concluded that the classification quality of students' score were enough.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

First of all, I would like to say thank you to Allah the Almighty who has given me time and healthy in writing and finishing this thesis. Next, I do not forget to send Shalawat to the prophet Muhammad SAW who has brought us from the darkness into the lightness.

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Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidimpuan, 27 April 2015
Researcher,

SYURYA RAHMA RANGKUTI

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is the process or result of recording language in the form convention shed visible marks or graphic signs on a surface. Writing as communication occurred between writer and reader. The writer transferred his/her thought, opinion or comment in written form, which was expected to be comprehended by the reader. By writing, it can make improve new ideas, giving information to the reader and expression what do you thing about something. The following illustration will present some significances of writing for life.

First, writing is need in international affairs, such as agreement between nations require superior writing skills. There should be no ambiguity or misinterpretation of critical points. The important documents include treaties, trade agreements, and alliances.

Second, writing is need in education. Writing is primary basis upon which your work. Students' learning and their intellect will be judged by writing in college and in community. One of 4 skills of expressing students' thoughts and communicating idea to other people is gotten by writing. Such as, exams are a significant opportunity to demonstrate students' writing skills.

Finally, writing is need in education, such as keeping historical records. Means the modern practice of history begin with written record: evidence of

human culture without writing is the realm of prehistory. futher discussion, the history is written to prove of the reaml of history.

Next, there are many genres/ texts that can be written by the students. Such as; procedure, recount, narrative, description, news item, report, exposition text (analytical and hortatory exposition text), explanation, discussion, review and spoof text.

Spoof text is a text which tells an event with a humorous twist. Twist is a funniest part/ paragraph of the story. There are 3 generic structures in a spoof text. They are orientation who was involved, when and where was happened or sets the scene, events which tell what happened in a chronological order and the last is twist that provides the punch lines or the unpredictable ending. Further, each text has its own language features. They are using of action verbs, past tense, focusing on people, animals, or certain things, and telling in chronological order. In some theories, it is stated that learning spoof text is the most enjoyable case, because spoof text has simple generic structure and easier to understand than the others texts. Moreover, like have stated above, spoof text has the simple grammatical focus. Such as, use past tense. Past tense is one of 5 basic tenses; simple present tense, past tense, presents continuous tense, simple future tense, and present perfect tense.

Although spoof text is a kind of text that the most enjoyable to learn, but writing spoof text is still in problematic at MAN 1 Siabu either in the aspect of achievement or motivation. Even, the students at MAN 1 Siabu cannot write

well, specifically in writing spoof text well. The true evidences are revealed in the following statement.

According to researcher's information from the English teacher, Saswati, S. Pd, of XI IPA MAN 1 Siabu, most of students rarely write.[1] The English teacher was also rarely asking them to write. She often asked the students for reading and answer the question. Therefore, they have low ability in writing, because seldom write. In addition, based on the interview to the XI IPA MAN 1 Siabu[2], it was found that not many students knew what spoof text is or sometimes called by joke text. Whereas, the researcher has looked in grade XI syllabus that spoof text is in it, but they did not know anything about spoof text. They just know that spoof text is the humorous text, but when the researcher asked what the generic structures and language focuses are, they did not know them. It is also the real evidence. Based on the researcher's observation and information from the English teacher of XI IPA MAN 1 Siabu[3], it was found that the students could not write spoof text well. They did not write in chronological order. Then, they did not write based on the generic structure that has been explained by the English teacher. Even, they still wrote the grammatical focus in simple present tense. Whereas, it had been stated in their English text book that spoof text is focused on past tense.

[1]Interview to the English Teacher, (Siabu: XI IPA MAN 1 Siabu on October 17th 2013 at 09.00 a.m).

[2]Interview tostudents of XI IPA MAN 1 Siabu, (Siabu: XI IPA MAN 1 Siabu on October 17th 2013 at 09.00 a.m).

[3] Interviewand private observation to students of XI IPA MAN 1 Siabu, (Siabu: XI IPA MAN 1 Siabu on October 17th 2013 at 09.00 a.m).

According to the problems above researcher to be analyzed in order to know to what extent the students' ability in writing spoof text at grade XI IPA MAN 1 Siabu. So, the researcher was interested in conducting qualitative research by analysis content method of which purposes was to analyze a study that was depth discussion of the content of written or printed information in the English textbook entitled **"An Analysis on Students' Ability in Writing Spoof Text at Grade XI IPA MAN 1 Siabu**".

B. Identification of the Problem

Based on background the problem above, the researcher identifies the problem are still many who can not write a good text, specifically in writing spoof text. They are rarely to write. Students do not know the component spoof text.

C. Formulation of the problem

To make the problem clear, the researcher formulates the problem based on identification above is:

1. How the ability of grade XI IPA MAN 1 Siabu in writing spoof text?

2. What are the students' problems in writing spoof text at grade XI IPA MAN 1 Siabu?

3. What are causes of the problem in writing spoof text at grade XI IPA MAN 1 Siabu?

D. Focus of the Problem

The problem of writing is very large and the kind of writing is very much. So that the researcher limits the problem and focused in to analysis on students' ability in writing spoof text at grade XI IPA MAN 1 Siabu in 2013-2014 academic year.

E. The Objective of the Research

The objective of research is to examine the formulation of the problem. So that, based on formulation above the researcher determines the objective of the research is:

1. To describe the students' ability in writing spoof text at grade XI IPA MAN 1 Siabu.

2. To identify the problem in writing spoof text at grade XI IPA MAN 1 Siabu.

3. To identify the cause of the problem in writing spoof text at grade XI IPA MAN 1 Siabu.

F. Significances of the Research

This research has significances to the following area:

1. The result of the research will give contribution and enrich the science of language education in general and specifically to the field of teaching writing ability. This study incompletes the un researched fields and empower the same research conducted in the past.

2. The result of the research will be useful for teachers as source of teaching, especially in teaching writing. They can get learning materials to be presented in the classrooms of teaching writing ability, specifically which concerns with spoof text presented in this research as reference in improving the process and the result of the students' writing ability.

3. The result of the research can be used by the future researchers as reference and standing point for studying the other subjects in the field of language teaching.

G. Definition of Key Terms

In conducting a research, theories are needed to explain some concepts or terms applied in research concerned. The terms are as follow:

1. Student: Hornby stated that "The student is a person who is studying at school or college".[4] While Rama Yulis stated in *Ilmu Pendidikan Islam*, student is the member of society that effort to develop his/her self throught education level process and kinds of certain education.[5]

   So based on those defenitions above, the researcher concluded that the student a person who learn on the grade of senior high school on the formal education institution. And the student in this research is a person who studies at the grade XI IPA MAN 1 Siabu in 2013-2014 academic year.

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[4] As. Hornby, *Op. Cit*, p. 1484.

` [5] Rama Yulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2008), p. 77.

2. Ability: Hornby stated that "Ability is the mental or physical capacity, power or skill required to do something".[6] While based on the Webstern New World Collage Dictionary, "ability is the power to do something physical or mental".[7]From the definitions above, it can be concluded that ability is the power or skill required to do something physical or mental. The ability in this research means the power of the grade XI students of MAN 1 Siabu in 2013-2014 academic year.

3. Writing: Writing is both a physical and mental work of inventing of ideas, thinking about how to express them, and organizing them in to statements and paragraphs that will be clear to a reader.[8]. Sanggam Siahaan said that, writing is the productive language skill it is the skill of a writer to communicate information to a reader or group of readers[9].

So, based on explanation above, the researcher can concludes that wring is the skill of a writer to communicate information to a reader or the skill of writer to organize statements and paragraphs that will be clear to a reader.

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[6] As. Hornby, *Op. Cit*, p. 2.

[7] Victoria Neufelat & David B. Guralmik, *Webstern New World Collage Dictionary*, (USA: MacMillan, 1995), p. 2.

[8] David Nunan , *Practical English Language Teaching*, (New York: The Mc Grow Hill Compamse, 2003)p. 88.

[9]Sanggam Siahaan dan Kisno Shinona, *Generic Text Structure*, (Yogyakarta: GrahaIlmu, 2008), p. 23.

4. Spoof text: According to Sanggam spoof is written to retell an event with humorous twist.[10] Spoof text is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story.

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[10] *Ibid.,* p. 28.

CHAPTER II

THEORITICAL DESCRIPTION

A. Literature Review

1. Analysis

Analysis is collect information that can be used to develop a profile of the language needs of a group or learners in order to be able to make decision about the goals and content of language course.[1] According to Simon Blackburn said that analysis is the process of breaking a concept down into more simple parts, so that its logical structure is displayed.[2] Based on the explanations above, can be concluded analysis is collect information that can be used to develop a profile of students in understanding vocabulary.

2. Students' Ability

a. The Definition of Students

In Indonesia dictionary stated that the "student is a learner especially on the grade of elementary, junior and senior high school".[3] According Ramayulis that "student is the member of society that effort to develop his/her self thorough education level process and kind of certain education".[4]

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[1] Jack C. Ricahards, *Curriculum & Development in Language Teaching* (America: Cambridge University Press, 2011), p.90.
[2] Simon Blackburn, *"Oxford Dictionary of Philosophy"* (htt.www.co.au. accessed at November 17, 2013 retrieved on 10 am).
[3] Tim Prima Pena, *Kamus Besar Bahasa Indonesia* (TT: Gitamedia Press, tt), p. 511.
[4] Ramayulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2008), p. 169

According to Hornby that student is a person who is studying at school or college. Denoting someone who is studying in order to enter a particular profession. Then a person engaged in study one who is devoted to learning, a learner, a pupil, a scholar, especially, one who ateend a school, or who seeks knowledge from professional teachers or from books as the students o an academy, a college or a university, a medical students and a hard students. One who studies or examines in any manner, an attentive and systemtic observer, as a student of human nature, or of physical nature.[5]

So, based on above those definitions, the researcher concludes that the student is a person who lives together and studies in formal education and how is their relation as a member of society to develop education level process.

b. The Definition of Ability

Ability is a level of skill or intelligence. Hornby stated that "ability is the mental or physical capacity, power or skill required to do something".[6] Then the ability means the quality or capacity of being able to do something well.[7] Ability is capacity or power to do something physical and mental. That's mean to do something consist of physical or mental achievement. So can be determined as a skills, expertness or talent.[8]

Based on above definitions, the researcher concludes that the students abilty is a power level of skill or intelligence of a person who is studying in a university or college in performing something. So, students'

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[5]Hornby, *Oxford Advanced Leaner's Dictionary* (New York: Oxford University Press, 1995), p. 3

[6]A.S Hornby, *Oxford Advanced Learner Dictionary* (New York: University Press, 2000), p.2.
[7]*Ibid.,* p. 4
[8]Victoria Neufalt & David B. Guralmik , *Webstern New World Collage Dictionary*(USA: Mac MIIan, 1995),p. 2.

ability is a person who has a level of skill or intelligence in analyzing works that person is studying at Junior High School up to a University or College.

3. **Writing**

a. The Definition of Writing

Writing is one of the most important skills in language learning besides reading, speaking and listening. Writing as one of the four language skills requires a number of conditions to be mastered. It involves the application of grammatical knowledge which includes the sentences patterns, vocabulary, or diction and cultural understanding of the target language. Writing is also a creative process and creatively means making something out of nothing. When students write composition, for example, they are being creative.

A.S Hornby states that writing is written works of author or person's handwriting.[9]According to David Nunan language generated by the students (in speech or writing) is referred as productive. Language directed at the students (in reading and listening) is called receptive.[10] According to Harry A. Greene and friends: [11]

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[9]A.S.Hornby, *Oxford Learner's Pocket Dictionary*(New York: University Press, 2000), p.502.
[10]David Nunan,*Practical English Language Teaching*(New York: Mc Gran Hill, 2003), p.48.
[11]Harry A, Greene and friends, *Developing Language Skills in the Elementary School* (Boston, London, Sydney), p.284.

Writing is one mean for expressing thought. The effectiveness of thought, and thus of the writing is dependent upon both the natural ability and the experiences of the individual and writing is the stage in which the writer produces a rough draft of the paper. Writing is regarded as a continuous, coordinated performance and a process of immense perceptual, linguistic, and cognitive complexity. It is an extremely complex cognitively in which the writer is required demonstrate control of a number of variable simultaneously.

On other hand Fajri also concludes that: [12]

Writing is a description of language, which is understandable by someone using symbols. In other words, writing can be defined as a tool of language describe to someone about messages by using visual writer symbol.

So, based explanation above, the researcher concludes writing is a a tool of language describe to someone by using visual letter symbol, and also the effectiveness to describe the natural ability and the experiences of the individual by produces a rough draft of the paper.

b. Kinds of writing

Writing is the expression of the mind of writers, and most of the writers write when they have some inner feelings related to their own self, their surroundings, the political and the economical situation of the state or the facts related to their professions. According Michael the kinds of writing are:

1) *Expository or informative writing* to share knowledge and give information, directions, or ideas. Example, describing events or experience.

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[12]Fajri,*An Analysis of the Students Ability in Writing the Argumentative Essay(*UMTS Padangsidimpuan, 2006), p.6.

2) *Expressive/narrative writing* is a personal or imaginative expression in which the writer produces story or essay. This type of writing is often based on observations of people, objects, place and may include creative speculations and interpretation.
3) *Persuasive writing,* writer attempts to influence others and initiate action or change. This type of writing is often based on background information, facts.[13]

c. Evaluation of Writing

Evaluation of writing is writing task. The task must be specifying the amount of time students will have to complete the writing. Compont assesments in writing task are:

According to Arthur Hughes there are some criteria of writing assessment.[14]

a. Grammar

Garammar is the part of the study of language which deals with forms and stucture of word, with their costmary arragement in phase and sentence and often with language sounds and word meanings.

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[13]J. Michael O, Malley, *Authentic Assessment for English Language Learners* (USA: Addison-Wesley Publishing, 1996), p. 137.

[14] Arthur Hughes, *Testing For Language Teachers,* (New York: Cambridge University Press, 1990), p. 91-93.

b. Vocabulary

There are many such sets of words which add greatly to our apportunities to express subbtle shades of meaning at various levels of style.

c. Mechanics

The criteria is talk about punctuation and spelling of the writing. In good writing is correct use of English writing conventions: left and right margins, all needed capitals, paragraph intended, punctuation and spelling.

d. Fluency

In fluency writing must be consistence between choose of structure with vocabulary and also both of them must be appropriate.

e. Form (organization)

In writing activity organization is one of the main assessments in writing ability. This criterion is identified introduction, body, and conclusion of writing task.

4) Spoof text

a. The definition of spoof text

Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story.

According to Sanggam spoof is written to retell an event with humorous twist.[15] Spoof is a text which tells factual story that happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story. The purpose of spoof is to tell event with a humorous twist. Besides that, the story gives any moral messages for the readers.

b. The Structural Element of spoof text

Here structural element of spoof text, consist to orientation, events and twist, and will be explain as follow.

1) Orientation

Orientation consists of opening, introduction the participant, time and the place. As Otong Setiawan Djuharie says: "Orientation refers to part of the text which gives setting or introducing".[16] The part will guide the reader to make guessing of the content or form of the text which is read. It means that after the reader read an orientation of the text, the reader can guest the content of the text. Furthermore, in short definition, Gerot and

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[15] Sanggam Siahaan dan Kisno Shinona, *Generic Text Structure*,(Yogyakarta: GrahaIlmu, 2008), p. 28.

[16]Otong Setiawan Djuhrie, *Genre* (Bandung: Yrama Widya, 2007), p. 44.

Wignell say: "Orientation provides the setting and introduces the participants".[17]

Related to the above of explanation, the writer concludes that orientation is a part of structure of spoof text which content participant, place, and time of the events. It can be determined by giving question "who, where and when", and usually occurs in the beginning of the text. For example: (who) Muhammad, David, I and you, (When) last time, yesterday, last week, (where) in the school, at home, and in Jakarta.

2) Event

An event is a part of spoof text that contains sequences of phenomenon or tells what happened in the story. Gerot and Wignel say, "Event tell what happened, in what sequence".[18] In another word, Otong Setiawan Djuharie says that event is sequence of event.[19] In addition, according to Pardiyono says "event contains of recording of activities or events in the past that is told based on it chronological events".[20] The conclusion is events refer to show phenomenon that happen. Such as: I bought many books last week. In the sentence, the event can be found on

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[17]Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Australia: Gerd Stabler, 1994), p. 194.

[18]Linda Gerot and Peter Wignell, *Loc.Cit.*

[19]Otong Setiawan Djuharie, *Loc.Cit.*

[20]Pardiyono, *Loc. Cit.*

verb is "bought". Here the word "bought" shows the subject phenomenon or activity.

3) Twist

Twist ending is a plot twist occurring near or at the conclusion of a story, an unexpected conclusion to a work of fiction that causes the audience to reevaluate the narrative or characters. There are three common types of twisting ending. The example of spoof text as shown below:

Penguin in The Park

Once a man was walking in a park when he come across a penguin. | Orientasi

He took him to a policeman and said, "I have just found this penguin. What should I do?" The policeman replied, "take him to the zoo".

The next day the policeman saw the same man in the same park and the man still carrying the penguin with him. The policeman was rather supriseed and walked up to the man and asked "why are you still carrying that penguin about? Didn't you take it to the zoo?" | Event

"I certainly did" replied the man. "And it was a great idea because he really enjoyed it, so today I am taking him to the moviest, and the next day I'll take it to the beach. It'll be so much fun" said the man. | Twist

a) Humorous Twist

Many stories have twist with a happy, amusing, or heart warming ending. It is funny and makes reade amused.

Humorous twist ending sometime is called Lighthearted twist.

The Bathroom Story

Two years ago some friends and I came to Indonesia to learn some Bahasa Indonesia. While here, we stayed in villages with host families. One friend and I lived in Rejoso, and my other friend lived in a village called Jeding. Whenever we were asked where we lived, my friend said, "Saya tinggal di Jeding." Everyone would start laughing.

After a few days he started to get upset. He didn't understand why people kept laughing at him. Finally he asked one of our Indonesian friends why. Our friends started laughing saying, "Jeding means bathroom in Javanese!" So every time someone asked him where he was living he was saying, "I live in a bathroom."

b) Ironic Twist

Stories with a twist or surprise at the end do not necessarily have to have ahappy ending. Many have been written that have an ironic twist. This ironic twist ending often reveal something about the darker side of human nature. In other word ironic twist is tragic.

Honey, What's For Supper?

An elderly gentleman of 85 feared his wife was getting hard of hearing. So one day he called her doctor to make an appointment to have her hearing checked. The Doctor made an appointment for a hearing test in two weeks, and meanwhile there's a simple informal test the husband could do to give the doctor some idea of the state of her problem.

"Here's what you do," said the doctor. "Start out about 40 feet away from her, and in a normal conversational speaking tone see if she hears you. If not, go to 30 feet, then 20 feet, and so on until you get a response."

That evening, the wife is in the kitchen cooking dinner, and he's in the living room. He says to himself, "I'm about 40 feet away, let's see what happens." Then in a normal tone he asks, "Honey, what's for supper?"

No response.

So the husband moved to the other end of the room, about 30 feet from his wife and repeats, "Honey, what's for supper?"

Still no response.

Next he moves into the dining room where he is about 20 feet from his wife and asks, "Honey, what's for supper?"

Again he gets no response.

So he walks up to the kitchen door, only 10 feet away. "Honey, what's for supper?"

Again there is no response.

So he walks right up behind her. "Honey, what's for supper?"

"Damn it Earl, for the fifth time, CHICKEN!"

c) Misconception Twist

A narrator who has incorrect information built around their own perception of events that they pass along can build an unpredictable ending. The ghost who doesn't know he or she has died, the robot who feels human emotions, the narrator who does not know they are a mannequin in a store are some ways to create a twist based on faulty or withheld information.

A Smart Potato Farmer

A potato farmer was sent to to prison just at time when he should have been digging the ground for planting the new crop of potatoes.

He realized that his wife would not be strong enough to do the digging by herself, but that she could manage to do the planting, and he also knew that he did not have any

friends or neighbors who would be willing to do the digging for him. So he wrote a letter to his wife which said "Please do not dig the potato field. I hide the money and the gun there."

Ten days later, he got a letter from his wife. It said, "I think somebody is reading your letter before they go out of prison. Some policeman arrived here two days ago and dug up the whole field. What shall I do now?"

The prisoner wrote back at once. ***"Plant the potatoes, of course!"***[21]

Related to the above of explanation, the writer concludes that twist is an unpredictable plot in the end of the story which amuses the reader. Readers even did not predict before that it would be.

c. Language features

According to otong setiawan, spoof text often uses certain linguistic elements, among others:

1) Noun, certain noun as a personal pronoun, animals, and objects in the story, example a penguin, a farmer, act.

2) Individual participant, story focused on participants (actors) that certain specific.

3) Past tense, using the verb form of the past, example went, ran, ate, act.

4) Time connective and conjunction to sort event, example after, before, soon, then, after that, act.

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[21] http://repamd.blogspot.com/2013/01/spoof-text.html at 09:25 pm.

5) Action verbs, verbs that indicate events or activities, example stayed, climbed, killed, act.

6) Saying verb and thinking, the verbs indicates the reporting or utterance, example said, told, promised, thought, understood, etc.[22]

B. Review of Related Findings

Research is the study about certain object to find out new facts about it. There have been many researchers done regard to this research problem, writing skill improvement. They are shown to present related elements with the research topic in order that researcher here needs to conduct another research to complete an empty side of the research focus the related findings are firstly, a script of Sakiah "An Analysis on the Students' Ability in Writing Narrative based on Pictures".[23] The kind of research is qualitative research. Research found that pictures are a good media in writing ability. Then, the conclusions are: the students achievement in writing narrative based on pictures is 7.2.

Secondly, a script of Lainatussipa "The Ability of Students' Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph".[24] The research was conducted with descriptive analysis and qualitative approach. There were 30 students as sample of analytical unit from 60 students of Tsanawiyah. It

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[22] Otong setiawan djuharie, *Loc.Cit.*

[23] Sakiah, *An Analysis on the Students Ability In Writing Narrative based on Pictures* (Script UMTS Padangsidimpuan, 2005).

[24] Lainatussipa, *The Abilty of Students Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph* (Script STAIN Padangsidimpuan, 2011).

could be concluded that the students' ability in writing narrative paragraph was enough 44.

In relation with that, the researcher wanted to know and wanted to look for other information deeply with same material in writing Spoof text.

CHAPTER III

RESEARCH METHODOLOGY

To get the result of this research clearly and systematically, the researcher used the method of the research with the research plan in the field. Method of the research also avoid this writing from unstructured writing and to make this writing easy to read.

A. Research Design

This research employed descriptive design in qualitative method. According L.R Gay that, "descriptive research is a descriptive study determines and describes the way things are. It may also compare how subgroups such as male and females or experienced and inexperienced teacher view issues and topic".[1] Meanwhile Gay and Airasian said that "descriptive method is useful for investigating a variety of educational problem and issues and it is uses to determine and describe the way thing".[2]

Based on the analysis of data, this research was conducted qualitative method. Gay and Airasian stated that: "qualitative method is based on the

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[1]. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application* (USA: Prentice Hall, 2000), p.275

[2]*Ibid.*, p. 275.

collection data and analysis of non-numerical data such as observations, interviews, and other more discursive sources of information."[3]

So, it can be concluded that descriptive research meant to analyze or to make a sense descriptive about situation or events. It was used to describe how the students' ability in writing spoof text and how the students' difficulties in writing spoof text.

B. Time and Place Research

This research was done at MAN Siabu. It located on Jln. Medan Padang, Kecamatan Siabu, Kabupaten Mandailing Natal. This subject of research was at the second grade of students at MAN Siabu 2014 academic years. This research was done from December 2013 until finish.

C. The Sources of the Data

The sources of data for this research, which is the grade XI students at MAN siabu, they were 120 students. They were divided into three classes. But, the researcher took only one class of them. The class was IPA 1; there were 30 students in this class. The researcher took them because based on information that gets from the English teacher that more than half of students in this class still did not fulfill the standard. So, the explanation can be seen on the table below:

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[3] L.R. Gay & Peter Airasian, *Educational Research: Competes for Analysis and Application*(USA: Prentice Hall, Incorporate. 2000), p. 9.

TABLE 1
The Total of Grade IX IPA Students of MAN Siabu in 2013-2014
Academic Year

NO	Class	Number of Student
1.	XI IPA-1	30 students
2.	XI IPA-2	40 students
3.	XI IPA-3	42 students
Total		110 students

D. The Technique of Collecting Data

For collecting the data, the researcher used observation, interview and test.

1. Test

Based on the sources of the research, for the primary data the researcher uses the test as an instrument for collecting the data, although this research uses the qualitative research. L.R. Gay stated: "Qualitative research sometimes combines qualitative (ex. observation) and quantitative (ex. test scores) data in studies, resulting in the need for statistical analysis.

The students wrote the spoof text with the title "My funny Experience The researcher gave 100 score for very good text. In writing the text, researcher gave five values follows: grammar, vocabulary, mechanic, fluency

and form (organization). Researcher gave 20 for every very good value. So the high score was 100.

Table 2 : Rubric Score of writing

Indicators	Score			
Grammar	20	15	10	5
Vocabulary	20	15	10	5
Mechanic	20	15	10	5
Fluency	20	15	10	5
Form(organization)	20	15	10	5

<u>Grammar</u>

Score 20	= Few (if any) noticeable errors of grammar or word order.
Score 15	= Some errors of grammar or word order which do not however, interfere with comprehension.
Score10	=Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part.
Score5	=Errors of grammar or word order so severe as to make comprehension virtually impossible.

<u>Vocabulary</u>

Score 20	= Use of vocabulary correctly
Score 15	=Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary.
Score10	=Limited vocabulary and frequent errors clearly hinder expression of ideas.
Score 5	= Vocabulary limitations so extreme as to make comprehension virtually impossible

<u>Mechanics</u>

Score 20	= Few (if any) noticeable lapses in punctuation or spelling.
Score 15	= Errors in punctuation or spelling fairly frequent; occasionally rereading necessary for full comprehension.
Score 10	=Frequent errors in spelling or punctuation; lead sometimes to obscurity.
Score 5	=Errors in spelling or punctuation so severe as to make comprehension virtually impossible.

Fluency

Score 20   = Choice of strucures ang vocabulary consistently appropriate.

Score 15   = Some structures or vocabulary items noticeably in appropriate to general style

Score 10   = structures or vocabulary items sometimes not only in appropriate but also misused, little sense of ease of communication.

Score 5   = Communication often impaired by completely inappropriate or misused structures or vocabulary items.

Form (Organization)

Score 20   =Highly organized; clear progression of ideas well linked; like educated native writer.

Score 15   = Some lack of organization; re-reading required for clarification of ideas.

Score 10   = Individual ideas may be clear, but very difficult to deduce connection between them.

Score 5   = Lack of organization so severe that communication is seriously impaired.[4]

So, the techniques for collecting data by using the test as follow:

a) Prepared the test.

b) Gave written test to all of students according the sample stated, and gave the test with fill the blank correctly.

c) Determined the time of doing the test.

d) Gave chance or time for students to ask something left or not clears in doing the test.

e) Asked the students to do test and the researcher looked after the students during the test time.

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[4] Arthur Hughes,*Testing For Language Teachers*(New York: Cambridge University Press, 1990), p. 91-93.

f) After student finished answering the test, then the researcher collected their answer to analyze.

2. Interview

Interview is a conversation with the aims.[5]Gay and Peter Airasion said that Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.[6] So, for the secondary data, researcher uses interview

The researcher concludes that interview is an activity that done to get information by giving the questions to the sources of the data is students and research of MAN Siabu. Interview is done getting data about the students' difficulties in writing spoof text. Then, researcher asks the students' problems in writing spoof text. Besides that, researcher asks how the students feel when the teacher asks to write the spoof text. So, researcher will use the indicator of interview below:

a) students grammar difficulties and the causes in writing spoof text

b) students difficulties vocabulary and the causes in writing spoof text

c) students difficulties mechanic and the causes in writing spoof text

d) students difficulties fluency and the causes in writing spoof text

e) students difficulties form/organization and the causes in writing spoof text

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[5]Lexy J. Meleong, *Op.Cit.,*p. 135.
[6]Gay and Peter Airasion, *Op. Cit.,*p.219.

E. The Technique of the Data Trustworthiness

In ensuring internal validity, the following strategies will be employed:[7]

a. Triangulation of data – Data will be collected through multiple sources to include interviews, observations and document analysis.

b. Member checking – The informant will serve as a check throughout the analysis process. An ongoing dialogue regarding my interpretation of the informant's reality and meanings will ensure the truth value of the data.

c. Long terms and repeated observations at the research site – Regular and repeated observations of similar phenomena and setting will occur on-site over a four month period of time.

d. Peer examination – a doctoral student and graduate assistant in the Educational Psychology Department will serve as peer examiner.

e. Participatory modes of research – The informant will be involved in most phases of this study, from the design of the project to checking interpretation and conclusion.

f. Clarification of the researcher bias – At the outset of this study researcher bias will be articulated in writing in the dissertation proposal under the heading.

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[7] Jhon W. Creswell, *Research Design Qualitative, Quantitative and Mixed Method Approaches 2ⁿᵈ ed.* (London: Sage Publication, 2003) p. 203-204.

From the all of techniques to determine the data trustworthiness above, the researcher used the first number was *Triangulation*. It was a technique that used to check the data trustworthiness data by compares the result of interview and test. Gay & Peter Airasian. Said that" to do the triangulation was by using different data sources to confirm one another, as when interview and recollections of other participants produce the same description of an event, or when a participant responds similarly to a personal question asked on three different occasions".[8]

F. **The Technique of Data Analysis**

After the collecting data, the researcher would analyze the data by using some steps, they are:

a. Checked data whether the data are true or false.

b. Counted sum of the true from the students' answer and then classified them based on their score.

c. Calculated their result (mark) by using Mean Score.

In this research used the formula mean score. The formula is:

$$M = \frac{\sum X}{N}$$

Where:

M: Mean score (average)

N: Sum of respondents

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[8] L.R. Gay & Peter Airasian. *Op. Cit.*, p. 225.

$\sum x$: Total of the result

d. Description of data. It is done to described or interpreted data that have been collected systematically.

e. After conclusion, it is done conclude the discussion solidly and briefly.

Depend on L.R. Gay and Peter Airasian, technique analysis data in qualitative research could be done with these process below:

a. Reading/ memorizing of data, reading the field notes and interview, it is done to get a sense of data.

b. Describing of data, expounding data into combination of sentence systematically, the researcher develop through and comprehensive description of the phenomena.

c. Classifying of data, organizing data with research topic. Basically a process of breaking down the data into smaller units, determining the import of these units, and putting the units to gather again an in interpreted form.

d. Making interpretation of data, it is the process of writing the result of the study. [9]

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[9] Gay and Peter Airasian, *Op. Cit,* p.240-249

BAB IV

RESEARCH RESULT

A. **The data Presentation**

1. **Students' Ability in Writing Spoof Text at Grade IX in MAN Siabu.**

Based on the result of the students' test in which the students were asked to write a text about the spoof text. From the result of the students it could know that the score of the students was between 25 up to 65. It means that the highest score got by students was 65, the lowest score was 25. The score of the students can be seen as the table below.

a. **Table The Score of Students' Ability in writing spoof Text At grade IX IPA MAN Siabu**

No	Initial	Grammar	Vocabulary	Mechanic	Fluency	Form (organization)	Total
1	SF	5	10	5	5	5	30
2	WK	10	15	10	5	5	45
3	NFL	10	10	10	5	5	40
4	IN	10	15	10	10	10	55
5	IH	15	15	10	10	10	60
6	SG	10	10	5	5	5	35
7	HS	5	5	10	5	5	30
8	KY	5	5	5	5	5	25
9	MH	5	10	5	5	5	30
10	US	10	10	10	5	5	40
11	HRS	15	10	5	5	5	40
12	RLN	10	10	5	10	5	40
13	JM	10	10	5	5	5	35
14	NN	15	15	15	10	10	65
15	D	5	5	5	5	5	25
16	NC	5	10	5	5	5	30
17	RY	15	15	10	10	10	60

18	RA	15	15	10	10	5	65
19	EA	15	15	10	10	10	60
20	PAR	10	10	10	5	10	45
21	NH	15	15	10	10	5	55
22	AH	5	5	5	5	5	25
23	TA	15	15	10	5	10	55
24	AS	10	10	10	5	5	40
25	NS	5	5	10	5	5	30
26	AA	10	10	5	5	5	35
27	MM	5	10	5	5	5	30
28	SA	5	5	5	5	5	25
29	R	5	5	5	5	5	25
30	SAA	10	15	10	10	10	55
TOTAL							1220

From the data above shown that the students' ability in writing spoof text was very low. It can be seen from the result of the students in IX IPA2. From the table researcher found that the students' ability in writing spoof text was far from the maximal score. Then, from the thirty students was only 25 for the minimal score and only 65 for maximal score. The students that got 25 score was 5 students. The students that got 30 score was 6 students. The students that got 35 score was 3 students. The students that got 40 score was 5 students. The students that got 45 score was 2 students. The students that got 50 score was 0 student. The students that got 55 score was 3 students. The students that got 60 score was 4 students. The last for the students that got 65 score was 1 student.

So, based on the description score above, next, the researcher will be calculated the percentage of the students' answer, and it can be seen on the table below:

b. Table score of Grammar

Grammar	Point	Total of student (F)	Percentage %
Some errors of grammar or word order which do not however, interfere with comprehension.	15	8	26.6
Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part	10	11	36.6
Errors of grammar or word order so severe as to make comprehension virtually impossible.	5	11	16.6
			79.9

From the data above, it can be known that the students can writing spoof text by grammar or word order which do not however, interfere with comprehension were done by 8 students (26.6%), while the students who can writing spoof text by grammar or word order frequent; efforts of interpretation sometimes required on reader's part were 11 students (36. 6%). and student which writing spoof text by grammar or word order so severe as to make comprehension virtually impossible were 5 students (16.6%)

c. **Table score of Vocabulary**

Vocabulary	Point	Total of student (F)	Percentage %
Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary	15	10	33.33
Limited vocabulary and frequent errors clearly hinder expression of ideas.	10	13	43.33
Vocabulary limitations so extreme as to make comprehension virtually impossible	5	7	23.33
			100

From the data above, it can be known that the students who can writing spoof text by expression of ideas may be limited because of inadequate vocabulary were 10 students (33.33%), while the students who can writing spoof text by limited vocabulary and frequent errors clearly hinder expression of ideas were done by 13 students (43.33%), and the students who can writing spoof text by vocabulary limitations so extreme as to make comprehension virtually impossible were 7 students (23.33%).

d. **Table score of Mechanics**

Mechanics	Point	Total of student (F)	Percentage %
Errors in punctuation or spelling fairly frequent; occasionally rereading necessary for full comprehension.	15	1	3.33
Frequent errors in spelling	10	14	46.66

or punctuation; lead sometimes to obscurity.			
Errors in spelling or punctuation so severe as to make comprehension virtually impossible.	5	14	46.66
			96.65

From the data above, it can be known that the students who can writing spoof text with a punctuation or spelling fairly frequent; occasionally rereading necessary for full comprehension were 1 students (3.33%), while the students who can writing spoof text by Frequent errors in spelling or punctuation; lead sometimes to obscurity were done by 14 students (46.66%), and the students who can writing spoof text by spelling or punctuation so severe as to make comprehension virtually impossible were 14 students (46.66%).

e. **Table score of Fluency**

Fluency	Point	Total of student (F)	Percentage %
Some structures or vocabulary items noticeably in appropriate to general style	15	1	3.33
structures or vocabulary items sometimes not only in appropriate but also misused, little sense of ease of communication.	10	8	26.66
Communication often impaired by completely inappropriate or misused structures or vocabulary items.	5	21	70
			100

From the data above, it can be known that the students who write writing spoof text by Some structures or vocabulary items noticeably in appropriate to general style r were 1 student (3.33%), while the students who writing spoof text by structures or vocabulary items sometimes not only in appropriate but also misused, little sense of ease of communication.were 8 students (26.66%), and the students who writing spoof text by Contains many errors in punctuation, spelling or grammar that interfere with meaning is stated were 4 students (18.5%).and the students who write by Communication often impaired by completely inappropriate or misused structures or vocabulary items were 21 students(70%).

f. Table score of Form (organization)

Form (organization)	Point	Total of student (F)	Percentage %
Some lack of organization; re-reading required for clarification of ideas	15	1	3.33
Individual ideas may be clear, but very difficult to deduce connection between them.	10	7	23.33
Lack of organization so severe that communication is seriously impaired	5	22	73.33
			100

From the data above, it can be known that the students who writing spoof text by Some lack of organization; re-reading required for clarification of ideas were 1 student (3.33%), while the students who writing spoof text Individual ideas may be clear, but very difficult to

deduce connection between them were 7 students (23.33%), and the students who writing spoof text by Lack of organization so severe that communication is seriously impaired were 5 students (73.33%).

Based on criteria of score interpretation, the result can be seen in the following table:

Table 9
The Classification Quality of Students' Score

Interval	Predicate
0% - 20%	Very weak
21% - 40%	Weak
41% - 60%	Enough
61% - 80%	Good
81% - 100%	Very good1

Based on the above criteria of core interpretation, researcher concluded that the student's ability in writing spoof text at grade IX IPA MAN Siabu was 54, 22%, so the category of interpretation was enough.

2. **The Problem and Cause of Students' in Writing Spoof Text at Grade XI IPA MAN 1 Siabu**

   a. **Grammar**

   From the result of the test, researcher found that from 30 students were there 8 students got point 15, the 8 students were IH, HRS, NN, RY, RA, EA, NH and TA. Researcher found 11 students got 10 point. They

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1 Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p. 89.

were WK, NKL, IN, SG, UA, RLN, JM, PAR, AA, SA and AS. And based on interview, the 8 students were IH, HRS, NN, RY, RA, EA, NH and TA. Researcher found 11 students got 5 point. They were SP, HS, KY, MH, NN, NC, AH, NS, SA, MM and R.

The students often error in using:

1.) Subject, example: TA's sentences, "<u>she</u> the shirt soaked and dirty" it's must be "<u>her</u> T-shirt soaked and dirty". Then in NS's sentences "<u>he</u> clothes is pink" it must be "<u>his</u> clothes a pink".

2.) Article, example: SAA's sentences ""<u>the my</u> friend play together" he did mistake in his sentence, he used article in his sentence, article of "<u>the</u>" so, it must be "<u>my</u> friend play together".

3.) Predicate, example: TA's sentences, "when I and my friend <u>go</u> to the market" it must be "when my friend and I <u>went</u> to market", and then in MM's sentences "we fish get there very big and we baked and <u>we eat fish</u>." It must be "we get the very big fish. Then we baked and <u>ate that fished</u>".

4.) Action verb, example: NS's sentences "we <u>stay</u> in house with host families" it must be "we <u>stayed</u> in house with host families", next in HRS's paragraph "we afraid and my friend edy <u>kill</u> the snake" it must be "we afraid and my friend edy <u>killed</u> the snake". In RA's

sentences "we <u>climb</u> bicycle with three people" it must be "we <u>climbed</u> bicycle with three people".

5.) Complement, example: IN's sentence, "we all to with she laugh". Researcher identify that this sentence changed become "we laugh her <u>loudly</u>".

6.) Auxiliary, example: NN's sentence "<u>we very</u> happy and we fish in there,. To make its clear, it must "<u>We were very</u> happy go there and we fish there". Then SG's sentence "we have friend that <u>is</u> afraid with worm" it must be "we have friend that <u>was</u> afraid with worm". Next in TA's sentences "the pig <u>had</u> to pay attention" she had mistake in using auxiliary, it should be "the pig <u>has</u> to pay attention". Then in WK's sentences "we <u>live</u> in her house" he missed to add "<u>s</u>" in the verb of sentence, it should be "we <u>lives</u> in her house",

Based on interview researcher also found that the cause of the problem was come from students' felt boring with English, because grammar in English complex more than grammar in Indonesia. Some time the students error in using predicate in a sentence, error in using object, and also error in using complement. Then students also error in using to be and tenses in a sentence. Researcher found that almost of them felt English is make them annoyed and English make them boring in

the class. So from the students' explanation researcher concluded the students' not understand about English learning especially in grammar.

b. Vocabulary

Based on the result of the test researcher found that uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary. Researcher found 10 students for point 15, they are WK, IN, IH, NH, RY, RA, NK, TA, SAA, EA, based on the result of the test vocabulary limitations so extreme as to make comprehension virtually impossible. Researcher found 7 students for point 5. They are HS, KY, D, AH, NS, SA, R, then based on the result of the test researcher found that limited vocabulary and frequent errors clearly hinder expression of ideas. Researcher found 13 students for point 10. They are SP, RLN, NL, SG, MH, UA, HRS, JM, NC, PAR, AS, AA, MM.

Researcher found that almost all of students low in vocabulary, there are some of what they wrote:

1) R's paragraph "one day, I and my friend went to a garden we went for happiness because long time we not met arrive there is w sit and eaten", because limited vocabulary and frequent errors clearly hinder expression of ideas. They cannot build a paragraph with good paragraph. Then in NS's paragraph "Friday ago, I'm and my friends go meals to the garden, after it turns out". NS's paragraph

just it because the limitation vocabulary student did know what continue to write,

2) NS's paragraph "once time, when my school there is PERSAMI in SMA N 1 Anskola Timur still and haunted. At night, once time we go to juggle." just it student write, in their clear the student poor in vocabulary and because limitation of vocabulary researcher did know what the expression of ideas this paragraph, in fact some students did know what the English vocabulary and write to Indonesia vocabulary.

3) IN's sentence, "we ate and my friend, aty kentut when we ate. We very happy." she did not know the English of "kentut " in her paragraph. Then in TA's sentences "because his takut to a dog, setelah itu we run together". In this sentences TA not know the English of "takut " and "setelah itu".

Based on the result of interview researcher found that almost all of students low in vocabulary, especially about funny words. Then students difficulties in vocabulary because they lazy to remember about funny verb, and they seldom to hear about vocabulary especially funny verbs. That limited vocabulary and frequent errors clearly hinder expression of ideas. So they cannot build a paragraph with good paragraph when the student did know the English word, in fact student make to Indonesia language.

c. Problems in Mechanics

Based on the result of the test researcher found that error in punctuation or spelling fairly frequent; occasionally rereading necessary for full comprehension. Researcher found 1 student for point 15. Based on the result of the test researcher found that frequent errors in spelling or punctuation; lead sometimes to obscurity. Researcher found 15 students for point 10. They are WK, NHN, IN, IK, HS, UA, RY, RA, EA, PAR, NK, TA, AS, NS, And SAA. She is NN. Based on the result of the test researcher found that errors in spelling or punctuation so severe as to make comprehension virtually impossible. Researcher found 14 students for point 5. They are SP, SG, KY, MH, HRS, RLN, JM, D, NC, AH, AA, MM, SA And R.

There are some mistakes in their writing

1) Using pull stop (.)

NN's paragraph "one day we go to garden. we were very happy go there and we fish there, we get the very big fish. then we baked and ate that fished. it is very nice having holiday with my friend. Besides, we also take away a coconut young." It must be "One day, we go to garden. We were very happy go there and we fish there, we get the very big fish. Then we baked and ate that fished.

<u>It</u> is very nice having holiday with my friend. Besides, we also take away a green coconut."

2)   In using capital letter an comma (,)

PAR's paragraph "<u>one </u>day, I and my friends when to a garden. <u>we</u> went for happiness because long time we not met arrived there is we sit and eaten." It must be "<u>One</u> day, I and my friends went to garden<u>. We</u> went for happiness because long time we not met. Arrived to there, we sit and ate."

3)   The using of (!)

 "my friend say, careful a crazy dog." it must be "my friend say, careful a crazy dog!."

4)   The using of question mark (?)

 KY's sentences "I have just found this snake. What should I do." There student not used (?) but clear the sentences used question sentences. So, it must be "I have just found this snake. What should I do? ".

5) The using of ("")

UA's sentences "my friend said, this is your stoking, hmm very bad smell" in this sentences student must be used (""). So, must be "my friend said, "this is your stoking!" Hmm....very bad smells!".

6) Misspelling

KY's sentence "very funny that is people <u>grazy</u>". It must be "crazy" and <u>antil</u> people laugh to me" it must be "until" then in D's sentences "we take away <u>coconot</u> young" it must be "coconut". Next in EA's sentences "once time we go to <u>jangle</u>" it must be "<u>jungle</u>". Then in PAR's sentences "the bag is <u>putri's</u> <u>have</u>" she had mistake in spelling, it must be "the bag is <u>putris'</u> <u>have</u>".

From the result of interview the cause of students difficulties in mechanic because almost all of the students cannot used punctuation and students do not know when punctuation (. , : ? !) will be used sometime the student not used capital letter after full stop and error to used spelling students poor about the words that related with funny words. Besides that the students also remember about spelling. So, based on this problems researcher conclude student difficult to build a good text.

d. Fluency

Based on the result of the test researcher found that some structures or vocabulary items noticeably in appropriate to general style. Researcher found 1 student for point 15. She is WN. Based on the result of the test researcher found that communication often impaired by completely inappropriate or misused structures or vocabulary items. Researcher found 21 student for point 5. They are SP, WK ,NK, SG, KY, HS, UA, MH, HAR, PAR, RLN, JM, D, NC, AH, AA, TA, AS, NS, MM, SA And R. Based on the result of the test researcher found that structures or vocabulary items sometimes not only in appropriate but also misused little sense of ease of communication. Researcher found 9 students for point 10. They are IN, IH, RLN, NN, RY, RA, EA, NK and SAA.

These are some of what they wrote:

7) IH's sentences "one day I and my family went to the garden we want to garden for to take rambutans. We feel <u>happiness</u> to take rambutans. It must be "we feel <u>happy</u> to take rambutans" and "my friend feel so <u>beauty</u> but actually he don't know his a man" it must be "my friend feel so <u>beautiful</u> but actually he don't know his a man" in this sentence not suitable.

8) RA's sentence "we <u>to climb bicycle</u> with three people." It must be made "we driver bicycle with three people". <u>To climb</u> in this sentence not suitable with bicycle.

9) RL's sentence, "all eye people to me" as we know that the meaning of this sentence "semua mata tertuju padaku". But based on the structure of grammar the vocabulary that is use in this sentence not suitable, it must be "all of people see me".

10) UA's sentences "<u>more</u> strong and <u>very</u> handsome" student mistake in writing structure, it should be "<u>very</u> handsome and <u>more</u> strong".

11) PAR's sentences "<u>the text of experience funny</u>" but it was found that, student did not use much vocabularies in his sentences,

12) DS's sentences "the snake is <u>animal wild</u>", student had mistake in writing structure, it should be "the snake is <u>wild animals</u>".

13) RA's sentences "my garden different with <u>them</u>" student had mistake in writing structure, it should be the "my garden different with <u>other people</u>".

14) PAR'S sententes "Riani <u>like rambutan</u>" she did mistake structure, it should be "Riani <u>eats rambutan</u>", and the third RH,

he made "I have a friend with body <u>big</u>" she had mistake in writing structure, it should be "I have a friend with <u>big body</u>".

From the result of interview the cause of students difficulties in structures or vocabulary items because some of students not understand about what a suitable vocabulary to a sentence so that the sentence have a good meaning. Then some of them do not know the sweet vocabulary that is used in spoof text. Then because students lack in vocabulary so the students also misused in making spoof text.

e. **Form (Organization)**

Based on the result of the test researcher found that some lack of organization; re-reading required for clarification of ideas. Researcher found 1 student for point 15, based on the result of the test researcher found that individual ideas may be clear, but very difficult to deduce connection between them. Researcher found 8 students for point 10. They IN, IK, NN, RY, EA, PAR, TA, And SAA. Then based on the result of the test researcher found that lack of organization so severe that communication is seriously impaired. Researcher found 22 student for point 5. They are SP, WK ,NK SG, KY, HS, UA, MH, HRS, RLN, JM, D, NC, RA, NH, AH, AA, AS, NS, MM, SA And R. Students still confuse about main idea, supporting details and conclusion.

These are some of what they wrote:

15) R's paragraph "one day I have busy together my friend. We moment have busy play. Suddenly, we fall mud and we all laugh and we funny to all and we all run to house." Based on interview students difficulties in form because the students just know about the main idea, so for the next sentences they make the sentences that not correlate with main idea. So among of main idea and supporting details lack correlation.

16) PAR's paragraph "one day, I and my friends went to a garden we went for happiness because long time we not met arrived there is we sit and eaten." Student not know where the main idea, supporting detail and conclusion.

17) NN's paragraph "one day I have busy together my friend, we moment have busy play. Suddenly, we full mud and we all laugh and we funny to all and we all run to house." Then in this paragraph have not a twist as a very important to build a spoof text

From the result of interview the cause of students difficulties in organization because the students still confuse about main idea, supporting details and conclusion. Students not know where the main idea, supporting detail and conclusion. So for the next sentences they make the sentences that not correlate with main idea. Then the student did know structure of spoof text, they are: orientation, event and twist. So

they are difficult to built a text especially spoof text. So the text that they make lack of organization.

2. Discussion

In this research, after analyzing collecting data researcher gotten that the students' ability in writing spoof text was enough. It could known from the calculate of the means score that the students' ability in writing spoof text at grate IX IPA 2 MAN Siabu was 54, 22 %. From the classification quality of students' score, researcher concluded that the students' ability was enough.

While according to research done by Lainatussipa script entitled "The ability of students' Tsanawiyah Darul Falah Langga Payung in Writing Narrative Paragraph. Based on the calculating score it was have mean score was 44%. Based on the criteria above, it could be categorized in to enough category. Sakiah script entitled "An Analysis on Students' Ability in Writing Narrative Base on Picture was very weak category". Found the total mean score was 7.20%.

Addition, There are some criteria of writing assessment. For the first, students must understand about grammar. Next, students must rich about vocabulary. Next, students must understand about mechanic. The last is students must understand about fluency and form (organization).[2] Although, from the result of the test that have be given to the students at grate IX IPA 2 MAN Siabu were lack understand and also unknown about the criteria of writing assessment

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[2]Michale Mc Carthy and Felicity, O'Dell, *English Vocabulary in Use: Upper-Intermediate & Advancd* (Cambridge: University Press, 1994), p. 2.

above. So, the students at grade IX IPA 2 MAN Siabu difficult in writing, especially writing spoof text.

Based on explanation above, researcher concluded that the students' ability in Writing Spoof Text at Grade XI IPA MAN 1 Siabu was enough. Researcher said like that because the result of the calculation of the students' ability in writing spoof text was 54, 22%. The result far from good category.

3. **Threats of the Research**

In this research, the researcher believed that was many threats of the researcher. It started from the title until the technique of analyzing the data. So, the researcher knew that it was so far from excellence Thesis.

On done the test, there were the threats of time, because the students had activities. Besides, the time which was given to the students wasn't enough and also the students didn't do the test seriously. So, the researcher took the sheets answer directly without care about it.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were the threats of the researcher. The researcher has searched this research only. Finally, it has been because the helping from the entire advisors, Headmaster and English teacher.

BAB V

CONCLUSSION AND SUGGESTION

A. Conclusion

Based on the result of the test and interview, researcher concluded that based on the above criteria of core interpretation, researcher concluded that :

1. The student's ability in writing spoof text at grade IX IPA MAN Siabu was 54.22%, so the category of interpretation was enough.

2. The students had poor vocabularies, especially in noun, verb and adjective. Then, the students had difficult in structure and tenses. The last, the students had low motivation, lazy and lack concentration.

3. The researcher analyzed test and interview that students cannot write a text especially spoof text. Then, when write spoof text the students cannot finish a text in times that have given.

B. Suggestions

Based on the result of the students' ability in writing spoof text at grade IX IPA MAN Siabu, researcher gave some suggestions as follows:

1. To the Head Master of MAN Siabu always to motivate the English teachers to increase their teaching learning process in teaching English

2. To English Teacher, researcher suggest to motivate to improve their ability in learning text especially in spoof text. As a teacher always effort and the students can understand what do we say. The teacher also can us appropriate

teaching method and use good teaching media, so that the students more easily understand and remember.

3. To the reader especially English learners more improve their knowledge in learning text especially spoof text.

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Appendix 1

Tes Kemampuan Siswa
Dalam Writing Spoof Text

Name   **:**
Student's Number   **:**

1. Write or build a funny story with the topic *My Funny Experience,* make in to 3

    paragraphs!

Validator

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Appendix 2

Pedoman Wawancara (Interview Guidance)

Interview the students

Grammar

1.   Dek kulihat disini masih ada beberapa kesalahan dalam grammar sehingga tulisan agak susah dipahami, kenapa begitu dek?

2.   Dek kulihat disini masih sering melakukan kesalahan dalam grammar, kenapa begitu dek?

3.   Dek kulihat disini masih banyak kesalahan dalam grammar sehingga tulisan sulit dipahami, kenapa begitu dek?

Vocabulary

1.   Dek kulihat disini masih ada beberapa kesalahan dalam memilih kosa kata, mengapa begitu dek?

2.   Dek kulihat disini masih sering melakukan kesalahan dalam pemilihan kosa kata, kenapa begitu dek?

3.   Mengapa adik sangat tidak menguasai kosa kata dalam menulis spoof text?

Mechanics

1.   Mengapa adik masih melakukan kesalahan dalam menyusun struktur spoof text?

2.   Mengapa adik banyak melakukan kesalahan dalam menyusun struktur spoof text?

3.   Mengapa adik sangat banyak melakukan kesalahan dalam menyusun struktur spoof text?

Fluency

1.   Mengapa adik masih belum lancar dalam menulis spoof text?

2.   Mengapa adik banyak yang tidak lancar dalam menyusun spoof text?

3.   Mengapa adik sangat banyak yang tidak lancar dalam menulis spoof text?

Form (organization)

1. Mengapa adik masih melakukan kesalahan dalam menyusun struktur untuk mengklarifikasi ide-ide dalam spoof text?

2. Mengapa adik banyak melakukan kesalahan dalam penggunaan gagasan individu?

3. Mengapa adik sangat banyak melakukan kesalahan dalam membuat struktur sehingga membuat komunikasi yang sangat lemah?

Validator

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Appendix 2

Pedoman Wawancara (Interview Guidance)

Interview the Students

Grammar

1. Dek kulihat disini ada beberapa kesalahan grammar atau kata sehingga tidak sesuai dengan pemahaman, kenapa begitu dek?

2. Dek kulihat disini masih sering ada kesalahan dalam grammar atau kata kenapa begitu dek?

3. Dek kulihat disini ada kesalahan grammar atau kata yang sangat parah sehingga sulit untuk di pahami, kenapa begitu dek?

Vocabulary

1. Dek kulihat disini ada penggunaan yang salah atau kosa kata yang agak sering tidak tepat sehingga pengungkapan ide-idenya terbatas karena kurangnya vocabulary, kenapa begitu dek?

2. Dek kulihat disini keterbatasan vocabulary dan kesalahan yang jelas menghalangi pengungkapan ide-idenya, kenapa begitu dek?

3. Dek kulihat disini keterbatasan vocabulary yang sangat parah membuat sulit untuk dipahami, kenapa begitu dek?

Mechanics

1. Dek kulihat disini kesalahan pada pengejaan dan tanda baca agak sering sehingga perlu membaca kembali untuk lebih memahaminya, kenapa begitu dek?

2. Dek kulihat disini masih sering ada kesalahan pada pengejaan dan tanda baca kadang-kadang tidak jelas, kenapa begitu dek?

3. Dek kulihat disini kesalahan pada pengejaan dan tanda baca yang sangat parah membuat sulit untuk di pahami, kenapa begitu dek?

Fluency

1. Dek kulihat disini ada beberapa struktur atau vocabulary yang jelas tidak sesuai pada bentuk umumnya, kenapa begitu dek?

2. Dek kulihat disini struktur atau vocabulary kadang-kangan bukan hanya tidak tepat tetapi salah penggunaanya sehingga sedikit mengurahi pemahaman komunikasinya, kenapa begitu dek?

3. Dek kulihat disini komunikasi sering lemah dikarenakan sepenuhnya tidak tepat atau salah penggunaan struktur atau vocabulary, kenapa begitu dek?

Form (Organization)

1. Dek kulihat disini ada beberapa kekurangan dari organisasinya sehingga perlu membaca kembali untuk memperjelas ide-idenya., kenapa begitu dek?

2. Dek kulihat disini ide-ide individunya mungkin jelas tapi sangat sulit untuk menghubungkan antara mereka, kenapa begitu dek?

3. Dek kulihat disini kekurangan dari organisasinya sangat parah menyebabkan komunikasi yang sangat lemah, kenapa begitu dek?

Validator

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Appendix 3

The Score of Students' Ability in writing spoof Text

At grade IX IPA MAN Siabu

No	Initial name	Grammar	Vocabulary	Mechanic	Fluency	Form (organization)	Total
1	Sarifah Fane	5	10	5	5	5	30
2	Winda Kurnia	10	15	10	5	5	45
3	Nur khofifah Lubis	10	10	10	5	5	40
4	Iijah Nst	10	15	10	10	10	55
5	Ilmi Hairani	15	15	10	10	10	60
6	Sampe Golom	10	10	5	5	5	35
7	Hanum Salsabila	5	5	10	5	5	30
8	Kartika Yuliana	5	5	5	5	5	25
9	Mhd Harun	5	10	5	5	5	30
10	Ummu Aisah	10	10	10	5	5	40
11	Haryanti Rukmana Sir	15	10	5	5	5	40
12	Riska Laila Nst	10	10	5	10	5	40
13	Juni Mardiah	10	10	5	5	5	35
14	Nurhidayah Nst	15	15	15	10	10	65
15	Desi	5	5	5	5	5	25
16	Nani Chairani	5	10	5	5	5	30
17	Risma Yanti	15	15	10	10	10	60
18	Ratih Aprilia	15	15	10	10	5	66
19	Elina Akhiriah	15	15	10	10	10	60
20	Panyahatan Ahmad Rizky	10	10	10	5	10	45
21	Nur Hidayah	15	15	10	10	5	55
22	Anni Habibah	5	5	5	5	5	25
23	Tuti Alawiyah	15	15	10	5	10	55
24	Anni Sakinah	10	10	10	5	5	40
25	Nurhayati Sir	5	5	10	5	5	30
26	Anni Aulia	10	10	5	5	5	35
27	Masni Maulida	5	10	5	5	5	30
28	Safi'I Anwar	5	5	5	5	5	25
29	Rahmad	5	5	5	5	5	25
30	Sarina Aini Afri	10	15	10	10	10	55
TOTAL							1220

Appendix 4

To get the presentation of writing spoof text, the researcher made

formula such as:

$$M = \frac{(\sum x)}{N}$$

$$M = \frac{\sum Score}{\sum Respondent \times \sum item \times \sum high\ score} \times 100\ \%$$

$$M = \frac{1220}{30 \times 5 \times 15} \times 100\% = \frac{1220}{2250} \times 100\% = 54.22\ \%$$

Appendix 4

Calculated the percentage of student' answer

$$P = \frac{f}{N} X 100\%$$

Explanation: f: frequency

N: Sum of the students

P: Percentage

1. Grammar

a) Some errors of grammar or word order which do not however, interfere with comprehension:

$$P = \frac{8}{40} X\ 100\% \ = 26, 6$$

b) Errors of grammar or word order frequent; efforts of interpretation sometimes required on reader's part:

$$P = \frac{11}{40} X\ 100\% \ = 36, 6$$

c) Errors of grammar or word order so severe as to make comprehension virtually impossible:

$$P = \frac{11}{40} X\ 100\% \ = 36, 6$$

2. Vocabulary

   a) Uses wrong or inappropriate words fairly frequently; expression of ideas may be limited because of inadequate vocabulary:

   $P = \frac{10}{40} X \ 100\% \ = 33, 33$

   b) Limited vocabulary and frequent errors clearly hinder expression of ideas.

   $P = \frac{13}{40} X \ 100\% \ = 43, 33$

   c) Vocabulary limitations so extreme as to make comprehension virtually impossible: $P = \frac{7}{40} X \ 100\% \ = 23, 33$

3. Mechanics

   a) Errors in punctuation or spelling fairly frequent; occasionally rereading necessary for full comprehension:

   $P = \frac{1}{40} X \ 100\% \ = 3, 33$

   b) Frequent errors in spelling or punctuation; lead sometimes to obscurity:

   $P = \frac{14}{40} X \ 100\% \ = 46, 66$

   c) Errors in spelling or punctuation so severe as to make comprehension virtually impossible:

   $P = \frac{14}{40} X \ 100\% \ = 46, 66$

4. Fluency

   a) Some structures or vocabulary items noticeably in appropriate to general

   style: $P = \frac{0}{40} X \ 100\% \ = 0$

   b) structures or vocabulary items sometimes not only in appropriate but also

   misused, little sense of ease of communication:

   $P = \frac{9}{40} X \ 100\% \ = 30$

   c) Communication often impaired by completely inappropriate or misused

   structures or vocabulary items :

   $P = \frac{21}{40} X \ 100\% \ = 70$

5. Form (Organization)

   a) Some lack of organization; re-reading required for clarification of ideas:

   $P = \frac{0}{40} X \ 100\% \ = 0$

   b) Individual ideas may be clear, but very difficult to deduce connection

   between them: $P = \frac{8}{40} X \ 100\% \ = 26, 66$

   c) Lack of organization so severe that communication is seriously impaired:

   $P = \frac{22}{40} X \ 100\% \ = 73, 33$

Dokumentasi of the recearch

CURRICULUM VITAE

A. Identity

Name	: SYURYA RAHMA RANGKUTI
Place and Birthday	: Padangsidimpuan, Mei 9th 1991
Sex	: Female
Religion	: Moslem
Adress	: Lumban Dolok Kec. Siabu Kab.Mandailing Natal
Phone number	: 085658059533

B. Parents

Father	: Soripada Rangkuti
Mother	: Rosmawati Pulungan

C. ackground of Education

1. Graduated from Elementary School in SD Negeri 142554 Lumban Dolok in 2003
2. Graduated from Islamic Junior High School MTs Negeri Siabu di Huraba in 2006
3. Graduated from Islamic Senior High School MAN Siabu in 2009
4. Student of State Institute for Islamic Studies Padangsidimpuan from 2009