THE STUDENTS' ABILITY IN

WRITING SPOOF TEXT AT GRADE XI

SMK NEGERI 1 SIBOLGA

A THESIS

Submitted to State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for the Degree of Islamic Education Scholar (S.Pd) in English

By:

TRI DAYA KARTIKA SIMANJUNTAK
Reg. Number: 14 203 00145

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE INSTITUTE OF ISLAMIC STUDIES
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PADANGSIDIMPUAN
2020

LETTER OF AGREEMENT

Term   : Munaqosyah
a.n. Tri Daya Kartika Simanjuntak
Item   : 7 (Seven) Exemplars

Padangsidimpuan,   September 2020
To:
Dean Tarbiyah and
Teacher Training Faculty
In-
Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Tri Daya Kartika Simanjuntak**, entitled **"The Students' Ability in Writing Spoof Text at Grade XI SMK Negeri 1 Sibolga"** we approved that the thesis has been acceptable to complete therequirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E.Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr.Wb.

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DECLARATION LETTER OF WRITING OWN THESIS

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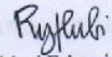Reg. No. 14 203 00145

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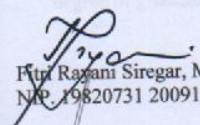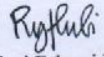
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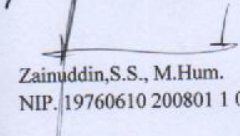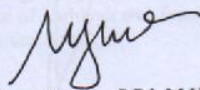
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LEGALIZATION

Thesis	:	THE STUDENTS' ABILITY IN WRITING SPOOF TEXT AT GRADE XI SMK NEGERI 1 SIBOLGA
Written By	:	TRI DAYA KARTIKA SIMANJUNTAK
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The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd.) in English.

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Training Faculty
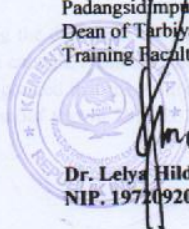
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بسم الله الرحمن الرحيم

Praised to Allah SWT. The most Creator and Merciful who has given me health, time, knowledge and strength to finish this thesis. Besides, peace and greeting be upon to the prophet Muhammad saw. That has brought human from darkness era into light era.

It is a pleasure to acknowledge help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to following people:

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   I realize this thesis cannot be considered perfect without critiques and seggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from readers to make this thesis better.

Padangsidimpuan, September 2020
Researcher

TRI DAYA KARTIKA SIMANJUNTAK
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Title of the thesis	:	**The Students' Ability in Writing Spoof Text at Grade XI SMK Negeri 1 Sibolga**

ABSTRACT

This research about the Students Ability in Writing Spoof Text at Grade XI SMK Negeri 1 Sibolga. Writing is a part of English learning to improving good skills writing, so many kinds of text in English to make a writing, researcher choosed spoof text. The purposed of this research is to know the students' ability of grade XI SMK Negeri 1 Sibolga in writing spoof text.

The research was done in SMK Negeri 1 Sibolga. The method is used in this research is quantitative research. It is an analysis research, here the researcher observes one variable and type of the research was descriptive method. The sources of data the students of grade XI SMK Negeri 1 Sibolga. The kind quantitative research.

After calculating and analyzing the data from the students' score, it could be found the score of the students was enough. From the calculating that the mean score was (55.70). So it could be categorized that the ability of grade XI students in SMK Negeri 1 Sibolga in writing spoof text in 2019-2020 academic year was enough category.

Key word: Writing, Spoof, Text.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is the language studied most as a foreign language around of the world. This necessary comes since English is standing as lingua franca, where English is able to relate all people or connects from different languages all over the world. In Indonesia nowadays there are four skills should be taught in order to master English such as speaking, listening, reading and writing.

More writing is a complex and difficult skill among of the fourth skills. To be taught because it requires not only mastery on grammatical device but also on rhetorical device. Composing for writing involves complex thinking that must be integrated to multiple components including the topic or theme, organization, purpose, cohesion, content.

At Senior High School, writing is taught along with the three other languages skills, listening, speaking, and reading. Writing at Senior High School aims at developing students' competence in expressing short and simple messages for interaction with people in their achievement. So, writing is very important skill.

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. Spoof text also called a type of story which has twist (funny part in the end of the story. It contains an unpredictable event which makes funny. The purpose of the spoof text is to entertain/amuse the reader with a funny and to tell a short story or event with a humorous twist.

SMK Negeri 1 Sibolga is one of senior high school in which English should be studied as an obligatory subject. Based on the researcher's preliminary research in SMK Negeri 1 Sibolga, English were taught twice a week with time duration 45 minutes. The teachers teach all the four of language skills such as listening, speaking, reading, and writing by using many strategies. In giving the material, the teacher use the reference books, suitable to their level. Moreover, the teacher always give motivation to the students in the process of teaching and learning English.

Actually, students have learned about spoof text in general since grade X SMK. So it can be concluded that students already know about spoof text and also about spoof text looks like. At least students know the meaning and about the generic structure of spoof text. But in fact, when the researcher found that there were still some students who did not really know about the spoof text itself. Never mind being able to write text, to even mentioning a generic structure.

When the researcher interviewed the students at Tuesday, 11 June 2019, researcher see that some students have poor ability in students in grammar is still confuse about generic structure of the text and usually felt

by the students in grammar is still low. It is because students have poor ability in identifying and not understand about spoof text.[1] And then when the researcher interviewed to the English teacher,[2] he said that some of the students had many problems.

One of the English teaching goals in Senior High School, the researcher developments communicative competence of English because English spoken or written. It involves listening, speaking, reading, and writing. These four skills are hoped to prepare and supply the senior high school to the higher education level or to enter the work world, especially in sector which needs English competencies. Especially in teaching writing the students must be able to write and understand what they write. Because, it item obligatory based on their curriculum that the students' are able to write and understand writing text.

This possibility describes that, ideally, the students at SMK Negeri 1 Sibolga should be able reach high learning achievement of English, but in fact, the writer found several problems based on the observation and interview with the teacher of English at SMK Negeri 1 Sibolga. The problem of the students can be concluded in the following phenomena; some of the students are not able to concentrate well during the English learning process, some of the students have low interest in learning English, some of the students are not able to do homeworks and exercises

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[1] Interviewing to a student, LES, Student of Accounting Class (Sibolga, SMK Negeri 1 Sibolga, June 11, 2019 on 09.00 a.m.

[2] Interview with Mr. Kistan Simarmata, English teacher of the grade XI at SMK Negeri 1 Sibolga, June 11, 2019 On 09.40 a.m.

that is given by the teacher, some of the students have low in identifying generic structure of spoof text, some of the students are low in understanding stucture and grammar.

Based on the explanation above, the researcher is interested in conducting a descriptive qualitative research in which the purpose is to describe problem of students in writing. The researcher a research entitled: **"The Students' Ability in Writing Spoof Text at Grade XI SMK Negeri 1 Sibolga".**

B. Identification of the Problem

With regard to the observation conducted by the researcher, there are some factors dealing with the factors influencing the students' ability in writing spoof text at grade XI SMK Negeri 1 Sibolga. Some of the students are not able to concentrate well during the English learning process, some of the students have low interest in learning english, some of the students are not able to do homeworks and exercises that is given by the teacher, some of the students have low in identifying generic structure of Spoof text, some of the students are low in understanding stucture and grammar. some of the students are difficult to reach the minimum passing grade of English.

C. Limitation of the Problem

Based on the problem above, resercher will conduct the research in SMK Negeri 1 Sibolga. This research focuses on analysis of students' ability in Writing Spoof Text at the grade XI students of SMK Negeri 1 Sibolga.

D. Formulation of the Problem

Based on the background of the problem above, the formulation of the problem is How is The Students' Ability in Writing Spoof Text at grade XI SMK Negeri 1 Sibolga ?

E. Objectives of the Research

Based on the formulation of the problem above, the objectives of the research was to describe the efforts to analysis the students' ability in writing spoof text at grade XI SMK Negeri 1 Sibolga.

F. Significances of the Problem

The result of this research will be useful to some categories below:

1. Teacher

Practically, the theory of the research is expected be useful for the teacher as an information and a source of teaching in SMK Negeri 1 Sibolga.

2. Student

In learning, it will be alleviated the surfeited of students. It is caused by the new technique in teaching. It helps students to write Spoof Text.

3. Another Researcher

This research can be preferable to the next researcher to field the knowledge.

4. Headmaster

To develop and encourage English teacher SMK Negeri 1 Sibolga.

G. Definition of the Terminologies

1. Students

Student is a person who is studying at a college or university collage.[3] And any person interested in a particular subject.[4] Then A.S Hornby stated the comprehension in the ability to understand something.[5] Therefore, students are each and anyone accepting influence from someone or a group of one who run activity of education.[6] Students' ability consists of two words. They are students

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[3] *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2008), p. 441.

[4] A.S Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000), p. 311.

[5] A.S Hornby., p. 311.

[6] Hasbullah. *Dasar-dasar Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p. 23.

and ability. Student is a participant or society member trying to develop their potency pass through study process at good education band of formal education and also non formal education. A. S. Hornby says" A student is a person who is studying at a university or college.[7] In addition, student is denoting someone who is studying in order to enter a particular profession.[8] Students' problem means something troubles in learners mine about subject that learn by them in the school. A student is a person who is studying at a college or university, person studying at secondary school.[9] Whereas Sardimin said that student is the component who takes in central position in learning process.[10] While Dimiyati said that students also means subject of learning in the school.[11] So, researcher concluded student is someone is learning at school, or in any teaching environment.

2. Ability

The Ability is a capacity or power to do something physical or mental, like: cleverness, intelligence a man of great or special natural power to do something well.[12] According to A.S Hornby ability is able

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[7] A. S. Hornby, *Oxford Advanced Learner's Dictionary sixth edition*, (New York: Oxford University Press, 2003), p. 1187.

[8] Victoria Neufelat & David B. Guralmik, *Webstern New World Collage Dictionary*, (USA: Mac Millan, 1995), p. 232.

[9] Martin Hewings, *Advanced Grammar In Use* (Jakarta: Erlangga, 2001), p. 429.

[10] Sardiman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: Pt. Raja Gravindo Parsada, 2011), p. 111.

[11] Dimiyati and Mudjiono, *Belajar dan Pembelajaraan* (Jakarta: Rineka Cipta, 2009), p. 22.

[12] A Merriam Webster, p. 33.

to do or level of skill or intelligence.[13] It means that we do something consist of physical or mental achievement as a skill. According to Brown said that the word ability has three meanings, they are:

1. Achievement is actual ability and can be measured by straight use of the instrument or devised test.
2. Capacity is potential ability can be measured by in straight, the individual's capacity.
3. Aptitude is quality and can be expressed by especially training.[14]

So, students ability are the quality or state of being able by the students especially in physical, mental, or legal power to do something. Based on this definition, the writer concludes that students' ability that faced or encountered by students especially students of Senior High School in this research about text in English subject.

3. Writing

Writing productive language is called writing. It is the skill of a writer to communicate information to a reader or group of readers.[15] Writing is a both a physical and mental act. It is a mental work in creating ideas to express and to organize them in paragraph so that the reader will be easier to understand the writer's intention. So, writing is a

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[13]As. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1995), p. 2

[14]H. Douglas Brown, *Teaching by Principle and Interactive Approach to Language Pedagogy,* (New Jersey: Engle Wood Cliffs, 2001), p. 236-238

[15] Sanggam Siahaan. *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p. 2

process and product as will. Writing is derived from the word write

(verb + ing). Writing is one of the elements of skill in language.

According to R. R. K Hartmann: Writing is the process or result
of recording language in the form of convention and visible marks or
graphic signs on a surface.[16] Then, Khatheen 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.[17]

Moreover, Raimes adds that writing is a skill in which we

express the ideas, feelings and thought which are arranged in words,

sentences and paragraph using eyes, brain and hand. Writing also

reinforces use of the generic structure, idiom and vocabulary which the

students have studied in the previous lesson. It means that writing in the

process of expressing ideas and thought of the writer using knowledge

and vocabulary to combine the writers ide a in writing. Writing covers a

number of elements, such as content, grammar, vocabulary, unity and

coherence.[18] So, writing is an activity to explain the ideas and feeling to

the book can be to understand the readers and to objective as a

communication. According to Zamach in Nurma, writing is an

important form of communication in day today life, and it is especially

important in high school and college. Besides that, writing is also one

of most difficult skills to master. Rohmanin Nurma explains that

writing is usually describe as a process, something which shows

continuous change in time like growth in organic nature. It is supported

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[16] R. R. K Hartmann. *Dictionary of Language and Linguistic*, (London: Applied Science Publishers LTD, 1972), p. 258.

[17] Katheen T. Mc. Whorter, *Efficient and Flexible Reading*, (USA: The Lehigh Press, 1992), p. 289.

[18] Raimes, Ann. *Techniques in Teaching Writing*(New York: Oxford University Press.1983), p. 76.

by Sutanto who states that writing is a process of expressing ideas or thoughts in words to others in written form. It means that communication in form of written will deal with letters, words, sentences, and punctuation, so that the reader can receive the information intended. He or she expresses his or her ideas in written form. As Tarigan states that writing is a language skill that is used in indirect communication.[19] Based on the writing concepts outlined above, it can be concluded that writing is very important for interaction. To develop the students" ability in writing, it is necessary for them to do practice.

4. Spoof Text

Writing is a language skill that is used for indirect communication. The students can communicate their ideas and thoughts to others through written form such as a letter, message for communication. According to Zamach in Nurma, writing is an important form of communication in day to day life, and it is especially important in high school and college. Besides that, writing is also one of most difficult skills to master. In English culture, people often use a series of events in a certain process to tell a joke. They do it by twisting some of the event in the process. The purpose of twisting the event is to

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[19] Zamach, "*Problem in Writing Spoof*", Nurma,Khairul, Volume 3 No 1, March 2016, p. 14.

create a humor. Spoof is a humorous copy of the film, TV program, text etc.[20]

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. Spoof is a type of story which has twist (funny part in the end of the story). It contains an unpredictable event which makes the story funny.

So, it usually contains funny story, funny word games or it could be a combination of both. In conclusion, spoof text is a text of event in a certain process to tell a joke. The purpose of twisting is the event to create a humor.

H. Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

The first chapter consists of: the background of the problem, identification of the problem, the definition of the terminologies, the formulation of the problem, the limitation of the problem, the objectives of the research, the significances of the research, and the outline the thesis.

The second chapter consists of: theoretical description, review of related finding and conceptual framework. In theoretical review consist of students' problem and writing text.

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[20]Zamach,"*Problem in Writing Spoof*",Nurma,Khairul,Volume 3 No 1,March 2016,p. 14.

The third chapter consists of research methodology, and in research methodology consisted place and schedule of the research, the techniques of data analysis.

Chapter fourth consists of: the result of finding, and in findings consist of specifics findings, discussion and threat of the research.

Chapter fifth consists of the conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A   Theoretical Review

1.   Definition of Students Ability in Writing Spoof Text

a) Students

Student is a person who is studying at a college or university collage.[21] And any person interested in a particular subject.[22] Then A.S Hornby stated the comprehension in the ability to understand something.[23] Therefore, students are each and anyone accepting influence from someone or a group of one who run activity of education.[24] Students' ability consists of two words. They are students and ability. Student is a participant or society member trying to develop their potency pass through study process at good education band of formal education and also non formal education. A. S. Hornby says" A student is a person who is studying at a university or college.[25] In addition, student is denoting someone who is studying in order to enter a particular

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[21] *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2008), p. 441.

[22] A.S Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000), p. 311.

[23] A.S Hornby., p. 311.

[24] Hasbullah. *Dasar-dasar Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), p. 23.

[25] A. S. Hornby, *Oxford Advanced Learner's Dictionary sixth edition*, (New York: Oxford University Press, 2003), p. 1187.

profession.[26] Students' problem means something troubles in learners mine about subject that learn by them in the school. A student is a person who is studying at a college or university, person studying at secondary school.[27] Whereas Sardimin said that student is the component who takes in central position in learning process.[28] While Dimiyati said that students also means subject of learning in the school.[29] So, researcher concluded student is someone is learning at school, or in any teaching environment.

b) **Ability**

The Ability is a capacity or power to do something physical or mental, like: cleverness, intelligence a man of great or special natural power to do something well.[30] According to A.S Hornby ability is able to do or level of skill or intelligence.[31] It means that we do something consist of physical or mental achievement as a skill. According to Brown said that the word ability has three meanings, they are:

1) Achievement is actual ability and can be measured by straight use of the instrument or devised test.

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[26] Victoria Neufelat & David B. Guralmik, *Webstern New World Collage Dictionary*, (USA: Mac Millan, 1995), p. 232.

[27]Martin Hewings, *Advanced Grammar In Use* (Jakarta: Erlangga, 2001), p. 429.

[28]Sardiman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: Pt. Raja Gravindo Parsada, 2011), p. 111.

[29]Dimiyati and Mudjiono, *Belajar dan Pembelajaraan* (Jakarta: Rineka Cipta, 2009), p. 22.

[30] A Merriam Webster, p. 33.

[31]As. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1995), p. 2

2) Capacity is potential ability can be measured by in straight, the individual's capacity.
3) Aptitude is quality and can be expressed by especially training.[32]

So, students ability are the quality or state of being able by the students especially in physical, mental, or legal power to do something. Based on this definition, the writer concludes that students' ability that faced or encountered by students especially students of Senior High School in this research about text in English subject.

c) **Writing**

Writing productive language is called writing. It is the skill of a writer to communicate information to a reader or group of readers.[33] Writing is a both a physical and mental act. It is a mental work in creating ideas to express and to organize them in paragraph so that the reader will be easier to understand the writer's intention. So, writing is a process and product as will. Writing is derived from the word write (verb + ing). Writing is one of the elements of skill in language.

According to R. R. K Hartmann: Writing is the process or result of recording language in the form of convention and visible marks or graphic signs on a surface.[34] Then, Khatheen said that

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[32]H. Douglas Brown, *Teaching by Principle and Interactive Approach to Language Pedagogy,* (New Jersey: Engle Wood Cliffs, 2001), p. 236-238

[33] Sanggam Siahaan. *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p. 2

[34] R. R. K Hartmann. *Dictionary of Language and Linguistic*, (London: Applied Science Publishers LTD, 1972), p. 258.

writing is the productive language skill. It is the skill of a writer to communicate information to a reader or group of readers.[35]

Moreover, Raimes adds that writing is a skill in which we express the ideas, feelings and thought which are arranged in words, sentences and paragraph using eyes, brain and hand. Writing also reinforces use of the generic structure, idiom and vocabulary which the students have studied in the previous lesson. It means that writing in the process of expressing ideas and thought of the writer using knowledge and vocabulary to combine the writers ide a in writing. Writing covers a number of elements, such as content, grammar, vocabulary, unity and coherence.[36] So, writing is an activity to explain the ideas and feeling to the book can be to understand the readers and to objective as a communication. According to Zamach in Nurma, writing is an important form of communication in day today life, and it is especially important in high school and college. Besides that, writing is also one of most difficult skills to master. Rohmanin Nurma explains that writing is usually describe as a process, something which shows continuous change in time like growth in organic nature. It is supported by Sutanto who states that writing is a process of expressing ideas or thoughts in words to others in written form. It means that communication in form of written will

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[35] Katheen T. Mc. Whorter, *Efficient and Flexible Reading*, (USA: The Lehigh Press, 1992), p. 289.

[36] Raimes, Ann. *Techniques in Teaching Writing*(New York: Oxford University Press.1983), p. 76.

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deal with letters, words, sentences, and punctuation, so that the reader can receive the information intended. He or she expresses his or her ideas in written form. As Tarigan states that writing is a language skill that is used in indirect communication.[37] Based on the writing concepts outlined above, it can be concluded that writing is very important for interaction. To develop the students" ability in writing, it is necessary for them to do practice.

d) Spoof Text

1) Definition of Spoof Text

Writing is a language skill that is used for indirect communication. The students can communicate their ideas and thoughts to others through written form such as a letter, message for communication. According to Zamach in Nurma, writing is an important form of communication in day to day life, and it is especially important in high school and college. Besides that, writing is also one of most difficult skills to master.In English culture, people often use a series of events in a certain process to tell a joke. They do it by twisting some of the event in the process. The purpose of twisting the event is to create a humor. Spoof is a humorous copy of the film, TV program, text etc.[38]

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[37] Zamach, "*Problem in Writing Spoof*", Nurma,Khairul, Volume 3 No 1, March 2016, p. 14.

[38]Zamach,"*Problem in Writing Spoof*",Nurma,Khairul,Volume 3 No 1,March 2016,p. 14.

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. Spoof is a type of story which has twist (funny part in the end of the story). It contains an unpredictable event which makes the story funny.

So, it usually contains funny story, funny word games or it could be a combination of both. In conclusion, spoof text is a text of event in a certain process to tell a joke. The purpose of twisting is the event to create a humor.

2) Generic Structure of Spoof Text

The generic structure is the stages that must be followed in arranging the text. Generic structure is something important of text construction. Otong Setiawan says, Generic related to the plot in the text and schema of stages.[39] The text structure is the curve of the native speakers of a language to secret and use the linguistic units of their language in the production and interpretation a text as the tool of an effective and efficient communication.[40] It means that generic structure is the structure which contains the idea or information of the text.

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[39] Otong Setiawan, *Generic* (Bandung: Yrama Widya, 2007), p. 26.
[40] Linda Gerot and Peter Wignell, *Making Sense of Functioal Grammar, (Quesland: Stabler, 1995),p.190.*

There are three generic structures of spoof text as below:

a. Orientation

The orientation is the beginning of a spoof text. In a short text, it has only a complex clause. It has function to introduce the context of what is yarned, introduce place and time, introduction of the participant of the story, where and when it happen. By giving the orientation, reader can recognize the story) and introduce the main character of the spoof text.

b. Events

Events are the body of the text. It functions to tell what happen in the spoof text. It this second component contains several events and the sequence of the events is arranged chronologically. The event which happened first is read first, then the one happened text is read next, and the one happened at last is read at last.

c. Twist

Twist is the last part of spoof text. It functions to provide the punch line. It has humor. In the third part, some sentences or paragraph who have humor which is an unpredictable plot in the end of the story which amuses the reader.

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From explanation above about structural element of spoof text is important to determine of spoof text. Without orientation, event and twist, it can be said spoof text.

d. **Writing Evaluation**

Generally, the rubric of writing is using the criteria of waiting adopted from Hughey.it will be describe as below:[41]

Table 1

Writing Evaluation

Aspects	Range	Criteria
Content	30-27	*Excellent to Very Good:* Knowledgeable, substantive, through development of thesis, relevant to assigned topic
	26-22	*Good to Average:* Some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks details
	21-17	*Fair to Poor:*

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[41]Hughey, *ESL Composition Profile of Writing Ability*, (USA: Publication, 1983), p. 140.

		Limited knowledge of subject, little substance, inadequate development of topic
	16-13	*Very Poor*: Does not show the knowledge of subject, non substantive, not pertinent, not enough to evaluate
Organization	20-18	*Excellent to Very Good:* Fluent expression, ideas clearly stated or supported, well organized, logical sequencing, cohesive
	17-14	*Good to Average:* Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	*Fair to Poor:* Non fluent, ideas confused or disconnect, lacks logical sequencing and development
	9-7	*Very Poor:* Does not communicate, no

		organization, not enough to evaluate
Vocabulary	20-18	*Excellent to Very Good:* Sophisticated range, effective word or idiom choice and usage, word form mastery, appropriate register
	17-14	*Good to Average:* Adequate range, occasional errors of word or idiom form, usage but meaning nit obscured.
	13-10	*Fair to Poor:* Limited range, frequent errors of word or idiom form, choice, usage, meaning confused or obscure.
	9-7	*Very Poor:* Essentially translation , little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
	25-22	*Excellent to Very Good:* Effective complex construction,

Language use		few errors of agreement, tense, number, word order or functions, articles, pronouns, prepositions
	21-18	*Good to Average:* Effective but simple constructions, minor problem in complex constructions, several errors o0f agreement, tense, number, word order of functions, articles, pronouns, preposition but meaning never obscured
	17-11	*Fair to Poor:* Major problems in simple or complex constructions, frequent errors of negation, agreement, tense, number, word order or functions, articles, pronouns, prepositions and or fragments, deletions, meaning confused or obscured
	10-5	*Very Poor:* Virtually no master of sentence construction rules, dominated,

			by errors, does not communicate, not enough to evaluate
Mechanics		5	*Excellent to Very Good:* Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
		4	*Very Good to Average:* Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
		3	*Fair to Poor:* Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
		2	*Very Poor:* No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting

		illegible, pr not enough to evaluate.
Total score:		

The researcher used the indicator of spoof text to know students' writing spoof text ability. The indicator is described as below:

Table 2

Indicator of Writing Spoof Text Evaluation

Student Respondent	Text Organization			Language Features				
	P_1	P_2	P_3	P_4	P_5	P_6	P_7	P_8
	10	30	10	10	10	10	10	10
Total	100							

Where:

P_1 = Orientation

P_2 = Event

P_3 = Twist

P_4 = Noun

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P_5 = Action Verbs

P_6 = Connectives

P_7 = Adverbs of Time and Place

P_8 = Simple Past Tense.[42]

3) Language Features of Spoof Text

There are some generic structure in writing spoof text. According to Grace, a spoof text has the following language features:

1) Noun: deals with people, animals or certain things in the text.
2) Action verb: deals with the verbs that show events (examples: ate, ran, stayed, etc.).
3) Connectives: connectives with a sequence of events (examples: first, then, after, before, finally, etc.).
4) Adverbs of time and place: explain when and where the events happened (examples: in the garden, two days ago, etc.).
5) Simple past tense: simple past tense deals with activities that happened in the past, and uses verbs in the past form. [43]

B Review of Related Findings

The researcher finds some of related findings from other students that still have relation with this title like:

The first, Wulan Sari in their research entitled: Ability in writing spoof texts text, her says that the result shows that the writing ability in spoof text of the eleventh grade students of SMA 1 Jekulo Kudus in the academic year 2011/2012 before being taught by using conferencing

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[42] Nurma Dhona Handayani and Khairul Harha, *Problems in Writing Spoof Texts Text*, (Studies in English Language and Education, 3(1), 12-25, 2016), p. 19.
[43] Grace, E., *Look ahead book 2: An English course for senior high school students year XI (*Jakarta: Erlangga, 2007), p. 178.

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technique is found the highest score is 75, and the lowest score is 27. And from the calculation the data, the mean is 48.8, the standard deviation is 14.63. So, the result is fair. Meanwhile, the test result of the ability of the eleventh grade students of SMA 1 Jekulo Kudus in the academic year 2011/2012 after being taught by using conferencing technique is found the highest score is 94, and the lowest score is 75. And from the calculation of the data, the mean is 84.6, and the standard deviation is 5.94. It is categorized as good.[44]

The second, Eka Puspawati in their research was conducted with experimental research. The students were 30 students in as sample. This research to the students, it could be concluded the mean was 71.83%.[45]

The Third, Oktavia Rayani Saragih in their research was conducted qualitative research. The data were collected by observing the the teaching learning activities in the classroom and by analyzing the students score in writing spoof text based on the topic that the students chose. From 28 students, there were 10 students were able in writing spoof text. The result shows that the mean of the students score was 65.28 and it means that is was not appropriate with the curriculum standard (KKM).[46]

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[44] Wulan Sari, *The Ability of writing spoof text of the eleventh grade students of SMA 1 Jekulo Kudus in the academic year 2011/2012 taught by using conferencing technique*, (Studies in English Language and Education, (Muria Kudus: University of Muria Kudus, 2012).

[45] Eka Puspawati, *Improving Students' Competence in Writing Spoof Text Through Group Discussion: A Case of the Eleventh Grade Students of SMAN 01 Gringsing*, (Studies in English Language and Education), (Semarang: Universitas PGRI, 2014).

[46] Oktavia Rayani Saragih, *Designing teaching Learning Activities for Writing Spoof Text Based On Students Problem*, (Studies in English Language and Education, (Medan: UNIMED, 2014).

The fourth, Yesi Uyun in their research was conducted Classroom Action Researh (CAR). The result of the research shows that the score of pre-test cycle I is 69 and the percentage of minimum passing grade is 21.43%. Cycle I shows that the score of post-test is 76.3 with the percentage of minimum passing grade is 46.40%. Meanwhile, cycle II shows that that the score is 74.2 and the percentage of minimum passing grade is 57.15% and the post-test score is 85.6 with the percentage of minimum passing grade is 92.85%. The result of t-test in cycle I (5.8) and cycle II (11.6) are higher than T-table (2. 052).[47]

The fifth, Kartika Noor Aulia in their research was conducted Pre-Experiment. The result shows that t-test = 10.8 is higher than t-table (0.975) = 2.02 viewed from significance level 95% (0.05). In other words, Ho is rejected and Ha is accepted. It means that students get better score when they are taught using humor pictures from newspaper.[48]

C Conceptual Framework

In education, writing is one of important skill. Writing could help student to understand and remember for every material, especially in English material. Spoof text is one kind of text. It is about funny and silly story using past tense.

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[47] Yesi Yuyun, *The Use Humorous Spoof Texts to Improve Student' Reading Comprehension (A Classroom Action Research of the Ninth Year Students of MTs Negeri 7 Boyolali in the Aademic Year of 2019/2020*, (Studies in English Language and Education, (Salatiga: State Institute For Islamic Studies of Salatiga, 2019).

[48] Kartika Noor Aulia, *the Effectiveness of Mass Media in Improving Students' Writing Skill in Spoof Text.* (Studies in English Language and Education, (Jakarta: State Islamic University Syarif Hidayatullah, 2015).

Vocabulary is one of aspect that which can build one word can be related into sentence. By knowing many vocabularies, we can understand about the text. Thus, the researcher assumes that with many vocabularies we can to understand about text especially in writing a spoof text.

D Hypothesis

Hypothesis is a temporary answer to the formulation of research problem, in which the formulation of the research problem has been stated in the form of a question because the answer is giving based on the theory. Hypothesis formulated on the basic of the framework is the answer to the problem while is formulated.

Formulated research hypothesis has been tested with a quantitative approach. Furthermore, the hypothesis has been tested with a quantitative approach. So, the hypothesis of the research is "the students' ability in writing spoof text at grade XI SMK Negeri 1 Sibolga is in level 55-65 is categorized the students competence in composing is enough.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Schedule

The location of this research is at SMK Negeri 1 Sibolga. It is located at Jl. Drs. F. L. Tobing Sibolga. The subject of this research is grade XI SMK Negeri 1 Sibolga. The research has been begun the research at January 2019 until Maret 2020.

B. Research Design

Based on the analysis of the data, the researcher used a quantitative research. The quantitave is used to know students ability by counted the score of writing spoof text. The process of data analysis involves making sense of the data. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the large meaning of the data by using some steps.

Based on the definition above, the researcher concluded that this research is the quantitative research that is describing the students ability in writing spoof text by measuring the students score in numeral data at grade XI SMK Negeri 1 Sibolga.

C. Population and Sample

1. Population

There many perception about population that published by the experts. Based on the definition of population above the writer concluded that population is all members of well define class of people that has same characteristic as target of result research theoretically.

The population of this research is three rooms can be seen in the table below:

Table 3

Population of Students XI SMK Negeri 1 Sibolga

No.	Class	Number of the Students
1	XI-AK1	35 students
2	XI-AK2	35 students
3	XI-AP	35 students
4	XI-AKP	35 students
5	XI-PM	35 students
6	XI-TKJ	35 students
Total of the students		**210 students**

In this research, the researcher chose all of the students grade XI at SMK Negeri 1 Sibolga. They consisted of sixth classes and the total numbers of them are 210 students.

2. Sample

The researcher's reason used random sampling technique is because of all the sample has the same chance to be chosen. The total of the students as sample were 35 students, chosen as the sample that is taken by random sampling.

The sample of students XI SMK Negeri 1 Sibolga followed below:

Table 4

Sample of Students XI SMK Negeri 1 Sibolga

No	Class	Total
1	XI AK 2	35 students
Total all of the Students		**35 students**

D. Instruments of Collecting Data

The instrument of collecting data, the researcher will use two kind instruments namely:

1. Test

Test is a tool that used to know the students mastery on English, the writer used some instruments to collect the data. The test is kind of to write a spoof text practice that will be using for survey consist three paragraphs in 120 words at least by individual. The kind of the test that researcher choose is essay test.

In giving score for the students' analysis test, there is indicator that must be considered. Evaluation is most important to measure writing ability. The researcher used writing spoof text to know students' writing ability. Then, the researcher can identify the students' problem in writing spoof text. The indicator of writng spoof text will be showed as below:

Table 5

Indicator of Writing Spoof Text Evaluation

Student Respondent	Text Organization			Language Features				
	P_1	P_2	P_3	P_4	P_5	P_6	P_7	P_8
	10	30	10	10	10	10	10	10
Total	100							

Where:

P_1 = Orientation

P_2 = Event

P_3 = Twist

P_4 = Noun

P_5 = Action Verbs

P_6 = Connectives

P_7 = Adverbs of Time and Place

P_8 = Simple Past Tense.[49]

E. Techniques of Collecting Data

Based on the instrument collecting data the writer used test and questioner to collect the data. This research the writer would explain the technique or mechanism of the research:

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[49] Nurma Dhona Handayani and Khairul Harha, *Problems in Writing Spoof Texts Text*, (Studies in English Language and Education, 3(1), 12-25, 2016*)*, p. 19.

a) Explaining about a spoof text;

b) Preparing the test;

c) Checking out the validity and reliability of the test;

d) Giving written test to all students according the sample stated and giving the test with fills the blank;

e) Determining the time of doing the test;

f) Giving chance or time for students to something left or not clear in doing the test;

g) Asking the students to do test and the researcher look after the students during the test time;

h) After students finished answering the test, then the researcher collected their answer to be analyzed.

F. Techniques of Data Analysis

Qualitative data is used to describe the situation during the teaching learning process. The process of data analysis involves making sense of the data. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the large meaning of the data by using some steps.

After collecting the data, the researcher analyzed the data by quantitative data, it was presented in statistic formula. Data they were analyzed by statistical analysis with the some steps as follow:

1. Identifying and correcting the students' answer from the test.

2. Using mean score, to analyze the test result.

   The formula is: $X = \frac{\sum X}{n}$

   Note: x: Mean score of the students

                        n: The number of students

   $\sum X$: The total score[50]

3. After the researcher got the data, it entered in test hypothesis with the formula as follow:

   Z-Test $Z = \dfrac{\frac{x}{n} - p}{\sqrt{p\frac{(1-p)}{n}}}$

   x   = data that includes hypothesis categories

   n   = all the data

   p   = hypothesis proportion

4. Then to know students result or score calculated into classification quality. The classification quality of the result could be seen in the following table below:

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[50] Anas Sudjono, *Pengantar Statistik Pendidikan,* (Jakarta: PT. Raja Grafindo Persada, 1987), p. 81.

Table 6

Classification Quality of the Students' score:

No	Interval	Predicate
1	0%-20%	Very Low
2	21%-40%	Low
3	41%-60%	Enough
4	61%-80%	High
5	81%-100%	Very High[51]

    a. If the value of mean score is 81% – 100%, it can be categorized very high.

    b. If the value of mean score 61% – 80%, it can be categorized in to high.

    c. If the value of mean score 41% – 60%, it can be categorized enough.

    d. If the value of mean score 21% – 40%, it can be categorized low.

    e. If the value of mean score 0% – 20%, it can be categorized very low.

5. Taking conclusion from the test instrument, It is done conclude the analytical solidly and briefly.

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[51]Syah, Darwyan, et. Al. *Pengantar Statistik Pendidikan,* (Jakarta: Gaung Persada Press, 2009), p. 74.

To analysis the students' analysis of the students on writing spoof text, the researcher has taken the steps below:

1. The researcher analyze the result of the test.

2. Analyze where the place of mistake of students in the test and find the difficulties of students on writing spoof text.

3. Describe the difficulties of students.

4. Interview the students and the teacher.

G. Technique of Checking Trustworthiness Data

Trustworthiness in qualitative research is very important because checking to the trust worthiness of the data is used to contradicted the assumption of qualitative research is not scientific. There are nine techniques to determine the data trustworthiness to reduce the bias of the data, and to improve the validity of the data collected, they were:

a. The extension of participation was the extension not only done at the short time, but need the long time.

b. The application of research was the researcher must do the research with careful, detail and continuous to the object of the research.

c. Triangulation was the technique of checking data trustworthiness that using something beside the data no verification or as a comparison of the data.

d. Checking with friendly through discussion was done with expos the interview result of the final result that gotten in discussion with friends.

e. Analyze the negative case was the research collects the example an inappropriate case with the model and the inclination of information that have collected a used as a substance of comparison.

f. The adequate and referential are the tools of them, which using the free time, which using the free time to compare the result of research with critics were collected.

g. Checking the member was the most important in checking the credibility.

h. The detail description was a technique to demand the researcher to the result his/her research. So, description is done carefully and accurately to draw the context of the research.

i. Auditing used to check the truth and certainty of data, this point that done well to the process or result and extent.[52]

From the explanation above, the researcher used the detail description technique to check the accuracy and the credibility of the data. Detail description was a form to see context situation, event in identify recurring result.

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[52]Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Rosdakarya, 2009), p. 175.

BAB IV

RESULT OF THE RESEARCH

This chapter presents the research result, in order to know the ability of the students Grade XI SMK Negeri 1 Sibolga in writing spoof text. The researcher has calculated the data using spoof text test and also continued to the testing hypothesis. It would be described as follow:

A. Students Ability

1. Data Description

Absolutely, to know the existed of the students` ability in writing spoof text, the researcher used the test as instrument of collected the data. The first, the researcher come to the school to research the data. After that, at the school the researcher come to the class XI AK 2 to get the data. The stages of collected the data there are: The first, the researcher has to explain about a spoof text. After that, the researcher prepared the test for the students. Then, the researcher checked out the validity and reliability of the test. The researcher gave written test to all students according the sample stated and gave the writing test about a spoof text. Determined the time of doing the test. Gave chance or time for students to something left or not clear in did the test. Asked the students did the test and the researcher looked after the students during the test time. After students finished answered the last. The last, researcher collected their answer to be analyzed.

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After conducting the research, the researcher found the students' score in writing spoof text. The researcher looked some enough score as followed the data on appendix IV.

Thus, to know the quality score each of the students in identifying noun can be seen as below:

Table 7

Quality Score of the Students in Writing Spoof Text

No	Students` Initial Name	Total Score	Quality Score
1	AK	55	Enough
2	APS	51	Enough
3	BHPT	55	Enough
4	DMN	52	Enough
5	DH	51	Enough
6	DPT	52	Enough
7	DRMH	50	Enough
8	FM	52	Enough
9	IPST	55	Enough
10	JCA	51	Enough
11	JAS	54	Enough
12	MMP	52	Enough

No	Students` Initial Name	Total Score	Quality Score
13	MSL	55	Enough
14	MT	60	Enough
15	MKH	56	Enough
16	MJTR	56	Enough
17	NWS	61	High
18	N	56	Enough
19	PH	56	Enough
20	RA	57	Enough
21	RS	59	Enough
22	RSP	60	Enough
23	RKT	58	Enough
24	RIT	53	Enough
25	S	55	Enough
26	STW	54	Enough
27	SE	57	Enough
28	SJ	59	Enough
29	SY	58	Enough
30	SP	56	Enough
31	TAT	58	Enough
32	TFNAP	53	Enough

No	Students` Initial Name	Total Score	Quality Score
33	TJPB	57	Enough
34	TAP	63	High
35	TAH	62	High
	TOTAL	1949.5	

The researcher had taken the steps of the data analyzed of test by quantitative method in checked the true or false of the data, conducted sum of the true from the students' answer and then classified it based on their score. Then, calculated their result (mark) by using mean score, median, modus.

From the result of the test above, researcher get the high score is 63, low score is 50, median score is 55.58, modus score is 62, and mean score is 55.70. Thus, to know the quality score each of the students in writing spoof text can be seen as below:

Table 8

Calculated of Students Score in Writing Spoof Text

No	Statistic	Variable
1	High Score	63
2	Low Score	50
3	Mean Score	55.70
4	Median	55.58

5	Modus	62

Based on the table above, it can be concluded that the mean score of the students is 55.70. The median score of students is 55.58 and modus is 62.

From the table above, it could be known the score of the students were 35 have 50 up to 63. The teacher has calculated the data by using statistic count.

In continuation, the distribution data by appendix IV, the researcher describe the numbers into followed histogram:

Histogram 1
Percentage of Students Score in Writing Spoof Text Ability
SMK Negeri 1 Sibolga
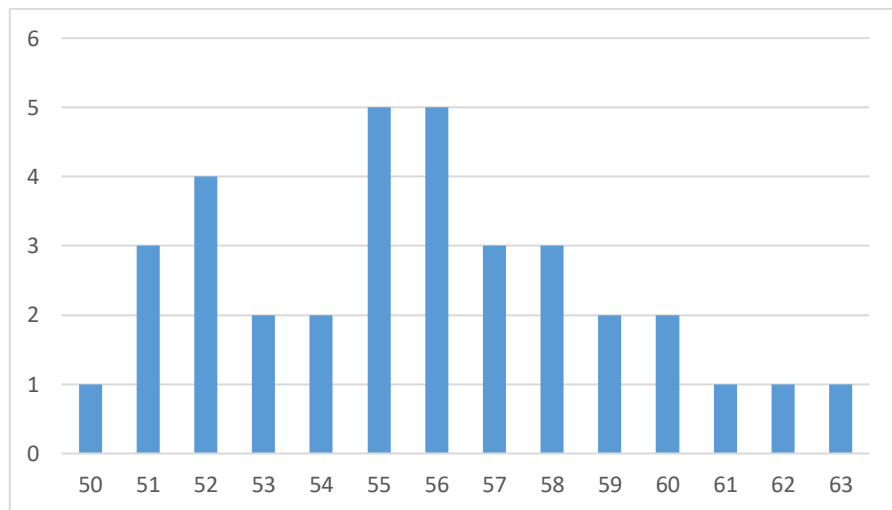
Based on the histogram above, it was known that the variable revelation in writing spoof text shows that the respondent in 50 was 1 student, 51 was 3 students, 52 was 4 students, 53 was 2 students, 54 was 2 students, 55 was 5 students, 56 was 5 students, 57 was 3 students, 58 was 3 students, 59 was 2 students, 60 was 2 students, 61 was 1 student, 62 was 1 student, and 63 was 1 student.

2. Hypothesis Testing

After calculated the data, it can be founded that the result of the students in writing spoof text was enough. The means score was 55.70. Based on the collecting data, the data has been analyzed to prove hypothesis by using formula of Z test. It can be seen follow:

Calculation Z $_{hitung}$:

$$Z = \frac{\frac{x}{n} - p}{\sqrt{\frac{p\,(1-p)}{n}}}$$

$$Z = \frac{\frac{55.7}{35} - 0.60}{\sqrt{\frac{0.60\,(40)}{35}}}$$

$$Z = \frac{1.59 - 0.60}{\sqrt{\frac{24}{35}}} = \frac{0.99}{0.82}$$

$$Z = 12$$

Calculation Z $_{table}$:

$$Z\left(\frac{1}{2}\,\alpha\right) = Z_{\text{table}}$$

$$\alpha = 0.05$$

$$\alpha = \frac{1}{2}\,(0.05)$$

$$Z_{\text{table}} = 0.025 = 0.3264$$

Based on the calculation it can be concluded that $Z_{\text{count}} = 12$ was greater than $Z_{\text{table}} = 0.3264$, ($Z_{\text{count}} = 12 > Z_{\text{table}} = 0.3264$ by level 0.05). So, from the result above the researcher concluded that hypothesis is received by using Z-test. Because $Z_{\text{count}} = 12 > Z_{\text{table}} = 0.3264$. The meaning in level significant 5% the students` ability in writing spoof text at grade SMK Negeri 1 Sibolga was enough.

B. Discussion

In this research, the researcher searched students` ability in writing spoof text at grade XI SMK Negeri 1 Sibolga. The researched wanted to know the students` ability in writing spoof text. The researcher conducted with a test. The research who conducted the test to determine the level of students` ability in writing spoof text. The test was that have been conducted by researcher.

After analyzing the data, it was known the students` ability in writing spoof text at grade XI SMK Negeri 1 Sibolga was categorized into enough category or 55.70 score, it was gotten from the result of students` mean score in did by test. But the students` ability in writing spoof text enough category, so teacher still has problem about writing spoof text.

The researcher hypothesis was proved by calculation by using Z_{test} which the research had done. The result calculation were $Z_{count} = 12$ was more than $Z_{table} = 0.3264$ by level of significances 0.05, so, from the result the researcher concluded that the hypothesis is received.

The first, Wulan Sari in their research entitled: Ability in writing spoof texts text, her said that the result shows that the writing ability in spoof text of the eleventh grade students of SMA 1 Jekulo Kudus in the academic year 2011/2012 before being taught by using conferencing technique is found the highest score is 75, and the lowest score is 27. And from the calculation the data, the mean is 48.8, the standard deviation is 14.63. So, the result is fair. Meanwhile, the test result of the ability of the eleventh grade students of SMA 1 Jekulo Kudus in the academic year 2011/2012 after being taught by using conferencing technique is found the highest score is 94, and the lowest score

is 75. And from the calculation of the data, the mean is 84.6, and the standard deviation is 5.94. It is categorized as good.[53]

The second, Eka Puspawati the title is "Improving students' competence in writing spoof text through group discussion: A Case of the Eleventh Grade Students of SMAN 01 Gringsing" the research was conducted with experimental research. The students were 30 students in as sample. This research to the students, it could be concluded the mean was 71.83%.[54]

The Third, Oktavia Rayani Saragih in their research was conducted qualitative research. The data were collected by observing the the teaching learning activities in the classroom and by analyzing the students score in writing spoof text based on the topic that the students chose. From 28 students, there were 10 students were able in writing spoof text. The result shows that the mean of the students score was 65.28 and it means that is was not appropriate with the curriculum standard (KKM).[55]

The fourth, Yesi Uyun in their research was conducted Classroom Action Researh (CAR). The result of the research shows that the score of pre-test cycle I is 69 and the percentage of minimum passing grade is 21.43%. Cycle I shows that the score of post-test is 76.3 with the percentage of

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[53] Wulan Sari, *The Ability of writing spoof text of the eleventh grade students of SMA 1 Jekulo Kudus in the academic year 2011/2012 taught by using conferencing technique*, (Studies in English Language and Education, (Muria Kudus: University of Muria Kudus, 2012).

[54] Eka Puspawati, *Improving Students' Competence in Writing Spoof Text Through Group Discussion: A Case of the Eleventh Grade Students of SMAN 01 Gringsing*, (Studies in English Language and Education), (Semarang: Universitas PGRI, 2014).

[55] Oktavia Rayani Saragih, *Designing teaching Learning Activities for Writing Spoof Text Based On Students Problem*, (Studies in English Language and Education, (Medan: UNIMED, 2014).

minimum passing grade is 46.40%. Meanwhile, cycle II shows that that the score is 74.2 and the percentage of minimum passing grade is 57.15% and the post-test score is 85.6 with the percentage of minimum passing grade is 92.85%. The result of t-test in cycle I (5.8) and cycle II (11.6) are higher than T-table (2. 052).[56]

The fifth, Kartika Noor Aulia in their research was conducted Pre-Experiment. The result shows that t-test = 10.8 is higher than t-table (0.975) = 2.02 viewed from significance level 95% (0.05). In other words, Ho is rejected and Ha is accepted. It means that students get better score when they are taught using humor pictures from newspaper.[57]

It was suitable with the hypothesis of this research, the students' ability in writing spoof text of students XI AK at SMK Negeri 1 Sibolga was enough.

C. Threats of the Research

The steps of the research have been done appropriately with the steps which were on the methodology of research. The steps were done to get the result of the research objectively and systematically, but to get the excellence

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[56] Yesi Yuyun, *The Use Humorous Spoof Texts to Improve Student' Reading Comprehension (A Classroom Action Research of the Ninth Year Students of MTs Negeri 7 Boyolali in the Aademic Year of 2019/2020*, (Studies in English Language and Education, (Salatiga: State Institute For Islamic Studies of Salatiga, 2019).

[57] Kartika Noor Aulia*, the Effectiveness of Mass Media in Improving Students' Writing Skill in Spoof Text.* (Studies in English Language and Education, (Jakarta: State Islamic University Syarif Hidayatullah, 2015).

results from this research were more difficult because there were the weakness of this research.

In doing the test, there were lack of time, because the students had activities, when they answered the test they less concentrate on the test, increase of many task to fulfill for examination a head. Also the researcher could not meet them immediately, beside, there were many weaknesses of the researcher that have not been known.

In this research, there were many problems, but the researcher always attempts to do the best. The research still has many problems need to improve.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After calculating and analyzing the data from the students' score, it could be found the score of the students was enough. From the calculating that the mean score was (55.70). So it could be categorized that the ability of grade XI students in SMK Negeri 1 Sibolga in writing spoof text in 2019-2020 academic year was enough category.

Based on the calculation it can be concluded that Z_{count} = 12 was greater than Z_{table}= 0.3264, (Z_{count} = 12 > Z_{table} = 0.3264 by level 0.05). So, from the result above the researcher concluded that hypothesis is received by using Z-test. Because Z_{count} = 12 > Z_{table} =0.3264. The meaning in level significant 5% the students` ability in writing spoof text at grade SMK Negeri 1 Sibolga was enough.

Formulated research hypothesis has been tested with a quantitative approach. Furthermore, the hypothesis has been tested with a quantitative approach. The hypothesis of the students' "the students' ability in writing spoof text at grade XI SMK Negeri 1 Sibolga is in level 55-65 is categorized the students competence in composing is enough. Finally,the researcher can answer hypohtesis, the mean score of students' writing spoof text is 55.70.

B. Suggestion

Based on the conclusion and the implication of the research that had mentioned previously, the researcher would like to give some suggestions to people who get benefits from this research.

1. The researcher on this opportunity hopes that other researcher would conduct the research related to the topic of this study, especially to find out other students' ability writing other texts.

2. To the students of SMK Negeri 1 Sibolga should have to do practice in writing text, especially spoof text.

CURRICULUM VITAE

A. Identity

Name	: Tri Daya Kartika Simanjuntak
Registration Number	: 14 203 00145
Place, Date of Birth	: Sibolga, 29 April 1996
Sex	: Female
Address	: Jl. Kol. HEES. Gg. TirtaNauli, Sibolga.
Religion	: Moslem

B. Parents

Father's name	: KasmanSimanjuntak
Mother's name	: ErmiyaniPanggabean

C. Background of the Study

Kindergarten	: TK Aisyiyah Bustanul Athfal Sibolga (2001-2002)
Primary School	: SDN 081232 Sibolga (2002-2008)
Junior High School	: SMP Negeri 1 Sibolga(2008-2011)
Senior High School	: SMK Negeri 1 Sibolga(2011-2014)
Institute	: Educational English Department of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies Padangsidimpuan (2014-2020)

APPENDIX I

RESEARCH INSTRUMENT

Name :

Class :

Instruction:

1. Write your name and your class on the answer sheet.
2. Write a spoof text about the funny story, three paragraphs, consist of orientation, event, and twist.
3. The duration of writing is 60 minutes.

Title:_____

Orientation:

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Events:

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Twist:

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APPENDIX II

KEY ANSWER

PENGUIN IN THE PARK

Orientation :

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

Event 1 :

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".

Event 2 :

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?"
"I certainly did" replied the man.

Event 3 :

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

Twist :

"Owh my God. You are so stupid. I asked you to take the penguin and give it to the zoo. I didn't ask to take it to the zoo and had fun there with it" Policeman said.

STUDENTS` NAME AND INITIAL AT GRADE THE GRADE XI AK-2
SMK NEGERI 1 SIBOLGA

NO	STUDENTS` NAME	STUDENTS` INITIAL
1	ADRIANSYAH KOTO	AK
2	ARNESIUS PRATAMA SINAGA	APS
3	BRIGITA HAPSARI PUTRI TANJUNG	BHPT
4	DARIS MANTO NAZARA	DMN
5	DEFRIANTO HUTAGALUNG	DH
6	DENNI PUTRA TANJUNG	DPT
7	DIAN RISKA MORIZA HUTAJULU	DRMH
8	FAZRIYAH MANULLANG	FM
9	INDAH PURNAMA SARI TANJUNG	IPST
10	JUAN CARLOS ARITONANG	JCA
11	JUNDRI ANTONIUS SILABAN	JAS
12	MARIA MERIATI PURBA	MMP
13	MAWAR SARI LUBIS	MSL
14	MAYSARAH TUMANGGOR	MT
15	MERRY KRISTIANI HULU	MKH
16	MEYKE JOICE TRESIA RAJAGUKGUK	MJTR
17	NOVA WULANDARI SIMAMORA	NWS

18	NURHAYATI	N
19	PUTRI HANDAYANI	PH
20	RAFLI ARISDAN	RA
21	RAHMA SIHOMBING	RS
22	RAHMAT SISWO PRAMULYADI	RSP
23	RAMADHAN KARIM TANJUNG	RKT
24	RONY IRVANDY TOGATOROP	RIT
25	SASTI	S
26	SELLA TRIWULAN WARUWU	STW
27	SINDY ELVIANI	SE
28	SOFIA JAMBAK	SJ
29	SUKMAYANTI	SY
30	SYAHLIANTI PUTRI	SP
31	TASYA AZHARA TANJUNG	TAT
32	TASYA FITRI NUR AIDA PASARIBU	TFNAP
33	TIMBUL JASMEN PARULIAN BUTARBUTAR	TJPB
34	TRIA ANASTASYA PUTRI	TAP
35	TUTTRI APRIDA HUTAGALUNG	TAH
TOTAL		**35 STUDENTS**

APPENDIX IV

THE GRADE XI AK-2 SMK NEGERI 1 SIBOLGA
THE SCORE OF THE STUDENTS IN WRITING SPOOF TEXT

No	Students` Initial Name	P1	P2	P3	P4	P5	P6	P7	P8	f
1	AK	6	4	4	6	6	6	5	5	55
2	APS	4	4	5	6	5	5	5	4	51
3	BHPT	7	6	4	6	5	5	5	5	55
4	DMN	5	5	6	5	5	5	6	4	52
5	DH	4	7	6	5	6	6	4	4	51
6	DPT	6	7	6	4	4	7	4	4	52
7	DRMH	5	6	5	4	5	5	6	4	50
8	FM	5	6	5	4	5	5	7	4	52
9	IPST	7	5	5	5	4	6	6	4	55
10	JCA	6	6	4	3	6	5	6	4	51
11	JAS	6	5	5	5	6	6	6	4	54
12	MMP	6	6	4	4	6	6	5	4	52
13	MSL	4	7	5	7	6	7	5	4	55
14	MT	7	7	5	7	6	7	6	4	60
15	MKH	7	8	4	6	4	6	7	3	56
16	MJTR	8	4	5	8	5	5	6	3	56
17	NWS	5	4	6	8	5	6	7	5	61
18	N	6	5	6	7	4	5	6	6	56

19	PH	5	4	6	8	5	6	5	6	56
20	RA	5	6	4	7	6	6	6	6	57
21	RS	8	6	4	6	7	6	6	6	59
22	RSP	6	8	4	6	6	7	5	7	60
23	RKT	6	5	6	6	6	5	5	7	58
24	RIT	4	5	6	7	5	4	5	5	53
25	S	6	5	6	6	4	6	5	6	55
26	STW	5	4	4	7	6	4	5	7	54
27	SE	5	6	4	6	5	5	7	7	57
28	SJ	7	6	4	7	6	4	7	6	59
29	SY	6	5	5	6	7	4	6	6	58
30	SP	6	4	5	7	6	4	6	6	56
31	TAT	6	4	5	7	5	5	7	7	58
32	TFNAP	5	4	4	6	5	6	6	6	53
33	TJPB	5	6	4	7	6	5	6	6	57
34	TAP	7	6	6	6	7	5	6	7	63
35	TAH	5	6	6	7	7	5	6	6	62
Highest Score		**63**								
Lowest Score		**50**								
Sum		**1949.5**								

Mean Score	55.7
Median	55.58
Mode	62

APPENDIX V

THE DESCRIPTION OF DATA USING MATHEMATIC FORMULA

1. **The students' score from low score to high score**

   | 50 | 51 | 51 | 51 | 52 | 52 | 52 |

   | 52 | 53 | 53 | 54 | 54 | 55 | 55 |

   | 55 | 55 | 55 | 56 | 56 | 56 | 56 |

   | 56 | 57 | 57 | 57 | 58 | 58 | 58 |

   | 59 | 59 | 60 | 60 | 61 | 62 | 63 |

2. **High Score = 63**
3. **Low Score = 50**

4. **Range** = High Score - Low Score

    = 63 − 50 = 13

5. **Total of class (BK)** = 1 + 3.3 log (n)

    = 1 + 3.3 log (35)

    = 1 + 3.3 (1.54)

    = 1 + (5.082)

    = 6.082 = (rounded of) 6

6. **Interval** = i = $\frac{R}{BK}$ = $\frac{13}{6}$ = 2.16 (rounded of) 2

    Mean Score = (x) = $\sum \frac{fixi}{\sum fi}$

No.	Class Interval	fi	xi	fixi
1.	50-51	4	50.50	202
2.	52-53	6	52.50	315
3.	54-55	7	54.50	381.5
4.	56-57	8	56.50	452
5.	58-59	5	58.50	292.5
6.	60-61	3	60.50	181.5
7.	62-63	2	62.50	125
	i = 7	35	-	$\sum X$ = 1949.5

7. **Mean:** (x) = $\frac{\sum x}{N}$

    $x = \frac{1949.5}{35}$

    = **55.70**

8. **Median** $= b + p \left(\dfrac{\frac{1}{2}n - f}{f} \right)$

$b = 65 - 0.5 = 55.50$

$F = 4 + 6 + 7 = 17$

$f = 7$

$p = 2$

$\text{Me} = b + p \left(\dfrac{\frac{1}{2}n - f}{f} \right) = 55.50 + 2 \left(\dfrac{17.5 - 17}{7} \right) = 55.50 + 2 \left(\dfrac{0.5}{7} \right)$

$= 55.50 + \left(\dfrac{1}{14} \right)$

$= 55.50 + (0.071) =$ **55.571**(rounded of) **55.58**

9. **Modus** $= \text{Mo} = b + p \left[\dfrac{b1}{b1 + b2} \right]$

$= 61.5 + 2 \left(\dfrac{1}{1+3} \right)$

$= 61.5 + 2 \left(\dfrac{1}{4} \right)$

$= 61.5 + 2 \, (0.25)$

$= 61.5 + 0.5$

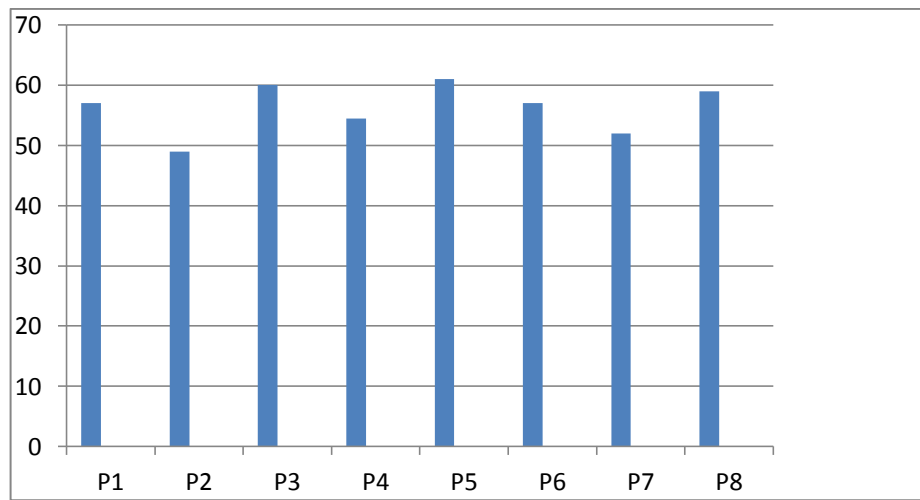$=$ **62**

APPENDIX VI

DOCUMENTATION

Chat 2

Percentage of Students Score in Writing Spoof Text

Ability SMKNegeri 1 Sibolga

APPENDIX VIII

LEMBAR VALIDASI TEST

Menerangkanbahwasaya yang bertandatangandibawahini :

Nama : **KistanSimarmata**

TelahmemberikanpengamatandanmasukanterhadapInstrumen   Test KemampuanSiswauntukkelengkapanpenelitian yang berjudul:

"THE STUDENTS' ABILITY IN WRITING SPOOF TEXT AT GRADE XI SMK NEGERI 1 SIBOLGA"

yangdisusunoleh :

Nama   : **Tri DayaKartikaSimanjuntak**

NIM   : **14 203 00145**

Fakanultas   : **FTIK**

Jurusan   : **TBI-3**

Adapunmasukan yang telahsayaberikan :

1. Materi yang akan di test kan pada siswa telah sesuai dengan materi pelajaran yang telah diajarkan.
2. Lakukan penelitian dengan sebaik mungkin.
3. Pastikan siswa menjawab test dengan jujur ketika test berlangsung untuk mendapatkan hasil yang akurat.
4. Monitoring siswa ketika sedang ujian.

Dengan harapan, masukan dan penilaian yang saya berikan dapat digunakan untuk menyempurnakan dalam memperoleh kualitas Tes Kemampuan Kognitif siswa.

Sibolga,   Maret 2020

Validator

APPENDIX IX

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.5000	0.4960	0.4920	0.4880	0.4840	0.4801	0.4761	0.4721	0.4681	0.4641
0.1	0.4602	0.4562	0.4522	0.4483	0.4443	0.4404	0.4364	0.4325	0.4286	0.4247
0.2	0.4207	0.4168	0.4129	0.4090	0.4052	0.4013	0.3974	0.3936	0.3897	0.3859
0.3	0.3821	0.3783	0.3745	0.3707	0.3669	0.3632	0.3594	0.3557	0.3520	0.3483
0.4	0.3446	0.3409	0.3372	0.3336	0.3300	**0.3264**	0.3228	0.3192	0.3156	0.3121
0.5	0.3085	0.3050	0.3015	0.2981	0.2946	0.2912	0.2877	0.2843	0.2810	0.2776
0.6	0.2743	0.2709	0.2676	0.2643	0.2611	0.2578	0.2546	0.2514	0.2483	0.2451
0.7	0.2420	0.2389	0.2358	0.2327	0.2296	0.2266	0.2236	0.2206	0.2177	0.2148
0.8	0.2119	0.2090	0.2061	0.2033	0.2005	0.1977	0.1949	0.1922	0.1894	0.1867
0.9	0.1841	0.1814	0.1788	0.1762	0.1736	0.1711	0.1685	0.1660	0.1635	0.1611
1.0	0.1587	0.1562	0.1539	0.1515	0.1492	0.1469	0.1446	0.1423	0.1401	0.1379
1.1	0.1357	0.1335	0.1314	0.1292	0.1271	0.1251	0.1230	0.1210	0.1190	0.1170
1.2	0.1151	0.1131	0.1112	0.1093	0.1075	0.1056	0.1038	0.1020	0.1003	0.0985
1.3	0.0968	0.0951	0.0934	0.0918	0.0901	0.0885	0.0869	0.0853	0.0838	0.0823
1.4	0.0808	0.0793	0.0778	0.0764	0.0749	0.1735	0.0721	0.0708	0.0694	0.0681
1.5	0.0668	0.0655	0.0643	0.0630	0.0618	0.0606	0.0594	0.0582	0.0571	0.0559
1.6	0.0548	0.0537	0.0526	0.0516	0.0505	0.0495	0.0485	0.0475	0.0465	0.0455
1.7	0.0446	0.0436	0.0427	0.0418	0.0409	0.0410	0.0392	0.0384	0.0375	0.0367
1.8	0.0359	0.0351	0.0344	0.0336	0.0329	0.0322	0.0314	0.0307	0.0301	0.0294
1.9	0.0287	0.0281	0.0274	0.0268	0.0262	0.0256	0.0250	0.0244	0.0239	0.0233
2.0	0.0228	0.0222	0.0217	0.0212	0.0207	0.0202	0.0197	0.0192	0.0188	0.0183
2.1	0.0179	0.0174	0.0170	0.0166	0.0162	0.0158	0.0154	0.0150	0.0146	0.0143
2.2	0.0139	0.0136	0.0132	0.0129	0.0125	0.0122	0.0119	0.0116	0.0113	0.0110

2.3	0.0107	0.0104	0.0102	0.0099	0.0096	0.0094	0.0091	0.0089	0.0087	0.0084
2.4	0.0082	0.0080	0.0078	0.0075	0.0073	0.0071	0.0069	0.0068	0.0066	0.0064
2.5	0.0062	0.0060	0.0059	0.0057	0.0055	0.0054	0.0052	0.0051	0.0049	0.0048
2.6	0.0047	0.0045	0.0044	0.0043	0.0041	0.0040	0.0039	0.0038	0.0037	0.0036
2.7	0.0035	0.0034	0.0033	0.0032	0.0031	0.0030	0.0029	0.0028	0.0027	0.0026
2.8	0.0026	0.0025	0.0024	0.0023	0.0023	0.0022	0.0021	0.0021	0.0020	0.0019
2.9	0.0019	0.0018	0.0018	0.0017	0.0016	0.0016	0.0015	0.0015	0.0014	0.0014
3.0	0.0013	0.0013	0.0012	0.0012	0.0011	0.0011	0.0011	0.0011	0.0010	0.0010
3,1	0.0010	0.0009	0.0009	0.0009	0.0008	0.0008	0.0008	0.0008	0.0007	0.0007
3,2	0.0007									
3,3	0.0005									
3,4	0.0003									
3,5	0.00023									
3,6	0.00016									
3,7	0.00011									
3,8	0.00007									

Name : Tria Anastasya Putri
Class : XI AK 2

Orientation : once a man (have) walking in a park
was) ↗
when he come across a penguin.

Event 1 : 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 ".

Event 2 : The next day the police man saw
the same man in the same park
and the man still carrying the
penguin with him . The policeman
have rather (suprising) and
suprissed
walked ← (walking) up to the man and
(asking)" why the are you
asked ← still carrying that penguin
about ? Didn't you take it
to the zoo? " " I certainly did"
replied ← (reply) the man .

Event 3 : And it was a great idea because
he really (enjoying) it, so today
enjoyed
I am taking him to the movies,
and the next day i'll take
to the beach . It'll be so much
fun " said the man .

Twist   "Owh my god." You are stupid.
               I asked you do take the penguin
               and give it to the zoo. I didn't
               ask to take it to the zoo and
               had fun there with it." policeman.

$$
\begin{aligned}
P_1 &: 9 \\
P_2 &: 24 \\
P_3 &: 9 \\
P_4 &: 3 \\
P_5 &: 6 \\
P_6 &: 3 \\
P_7 &: 3 \\
P_8 &: 6 \\
\hline
&63
\end{aligned}
$$

(63)

Name: Rafli Arisclan

Class: Xi AK — 2.

Penguin in the Park

Orientation: Once a man (have) ~was~ walking in a park
when he come across a penguin.   9

Event 1: He took him to a policeman and (shoud)
X   (do take) the penguin to the zoo.   6

Event 2: The next day the policeman saw the same man
½ in the park.   5

Event 3: And it was a great idea because be really enjoyed
it, so today I am taking him to the movies, and
the next day I'll take to the beach. ~next day I'll~
~take~ till he so much fun " said the man.   10

Twist: Owh my God, you are so stupid " I (ask) ~asked~ you to
~take~ take the penguin and give it to the zoo. I didn't
ask to take it to the zoo and had fun there
with it. Police man (says) ~said~   8

(57)

$P_1 = 9$
$P_2 = 2k$
$P_3 = 8$
$P_4 = 3$
$P_5 = 5$
$P_6 = 3$
$P_7 = 5$
$P_8 = 5$ / 57

Name : Nurhayati
Class : XI AK^2

Penguin in the park, was

Orientation : once a man (hale) walking in a park when he came across a penguin.

Event 1 : He took him to a police and should (do take) the penguin to the zoo. 9

Event 2 : The next day the policeman (see) the same man in the park. 4

Event 3 : And it was a great idea because he really enjoyed it, so today I am taking him to the movies, and the next day I'll take to the beach. It'll be so much fun " said the man. 10

Twist : owh my god you are so stupid.
asked ← (ask) you to take the penguin and give it to the zoo. I didn't ask to take it to the zoo and had fun there with it " policeman (says.) 8

said.

56

P1 = 9
P2 = 23
P3 = 8
P4 = 6
P5 = 3
P6 = 2
P7 = 2
P8 = 3
——
56

Name : Juan Carlos Aritonang
Class : X - Ak 2

Penguin in the park

Orientation : Once a man (have) ~~was~~ walking 9
in a park when he come
across a penguin.

Event : Penguin goes to the zoo but 2
go to the movie

Twist : "Owh my God. You are stupid. 10
I asked you to take the pengu.
in and give it to the zoo.
I didn't ask to take it to
the zoo and had fun there
with it" policeman said.

(51)

$P_1 = 9$
$P_2 = 2$
$P_3 = 10$
$P_4 = 7$
$P_5 = 7$ 5
$P_6 = 7$
$P_7 = $ 5
$P_8 = 6$ /51

Name: Dian Riska Moriza Hutajulu
Class: XI AK - 2

"Penguin In the Parks"

> was

Orientation : Once a man ~~have~~ walking in a park when he   9
come across a Penguin.

✗ Event : Penguin goes to the zoo but go to the movie   2

Twist :" Ouh my god you are so stupid. I asked you to take   8
the penguin and give it to the zoo, I didn't ask
to take it to the zoo and ~~have~~ fun there with
it " police man ~~say~~.

said ←   had

(50)

$P_1 = 9$
$P_2 = 2$
$P_3 = 8$
$P_4 = 8$
$P_5 = 6$
$P_6 = 6$
$P_7 = 6$
$P_8 = 6$
——— 50

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
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Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 260 /In.14/E.1/TL.00/03/2020   11 Maret 2020
Hal   : Izin Penelitian
           Penyelesaian Skripsi.

Yth. Kepala SMK Negeri 1 Sibolga
Kota Sibolga

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Tri Daya Kartika Simanjuntak
NIM   : 1420300145
Program Studi   : Tadris/Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Students' Ability in Writing Spoof Text at Grade XI SMK Negeri 1 Sibolga".**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n.Dekan,
Wakil Dekan Bidang Akademik

Drs. Ahmad Nizar Rangkuti, S.Si., M.Pd
NIP. 19800413 200604 1 002

SURAT KETERANGAN PELAKSANAAN PENELITIAN
Nomor: 421.5 / 178.a /2020

Kepala SMK Negeri 1 Sibolga menerangkan bahwa:

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NIM   : 1420300145

Program Studi   : Tadris/Pendidikan Pahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Adalah benar telah melaksanakan Penelitian sesuai dengan Surat Permohonan Izin Pelaksanaan Penelitian dari IAIN dengan Nomor : B-260/in.14/E.1/TL.00/03/2020 dalam rangka Penelitian untuk Penulisan Skripsi yang dilaksanakan pada tanggal 11 Maret 2020 selesai dengan judul : **"The Students' Ability in Writing Spoot Text at Grade XI SMK Negeri 1 Sibolga"**

Demikian Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Sibolga, 24 Maret 2020
Kepala Sekolah,

BASTIAN SITOMPUL, S.Pd
NIP 19701217 199702 1 002

Nomor	: 142 / In. 14/E.6a/ PP.00.9/07/2018	Padangsidimpuan, 16 Juli 2018
Sifat	: Biasa	
Lampiran	: -	
Hal	: *Pengesahan Judul dan Pembimbing Skripsi*	

Kepada Yth. Bapak/Ibu;
1. Rayendriani Fahmei Lubis, M.Ag   (Pembimbing I)
2. Fitri Rayani Siregar, M.Hum   (Pembimbing II)
Di –

    Padangsidimpuan

Assalamu'alaikum Wr.Wb.

    Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkajian judul skripsi Jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi Pembimbing Skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama/NIM   : **TRI DAYA KARTIKA SIMANJUNTAK/14 203 00145**

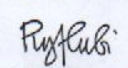Fak/Jurusan   : **Tarbiyah dan Ilmu Keguruan/TBI-3**

Judul Skripsi   : **THE STUDENTS' ABILITY IN WRITING SPOOF TEXT AT GRADE XI SMK NEGERI 1 SIBOLGA**

    Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terimakasih.
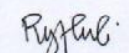
Mengetahui
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