



**AN ANALYSIS ON STUDENTS' ABILITY IN
WRITING SPOOF TEXT AT GRADE XI
SMA NEGERI 1 ULU BARUMUN
PADANG LAWAS**

A THESIS

*Submitted to State University for Islamic Studies of Syekh Ali Hasan
Ahmad Addary Padangsidempuan as a Partial Fullfilment of the
Requirement for the Graduate Degree of Education (S.Pd.) in English*

Written by:

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**ENGLISH EDUCATIONAL DEPARTMENT
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF SYEKH ALI
HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2023**



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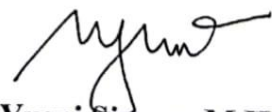


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Term : Munaqosyah
Item : 7 (seven) exemplars

Padangsidempuan, Oktober 2022
a.n. **Pahwin Alfarizi Pulungan**
To: **Dean**
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Assalamu 'alaikum warohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Pahwin Alfarizi Pulungan**, entitled "**An Anlysis on Students' Ability in Writing Spoof Text at Grade XI SMA Negeri 1 Ulu Barumun Padang Lawas**". We assumed that the thesis has been acceptable to complete the assignments and fulfil the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary (UIN SYAHADA) Padangsidempuan. Thank you.

Wassalamu 'alaikum warohmatullah wabarakatuh

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The title of the Thesis : **An Analysis on Students' Ability in Writing
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I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code the State University of Syekh Ali Hasan Ahmad Addary Padangsidempuan in article 14 verse 2.

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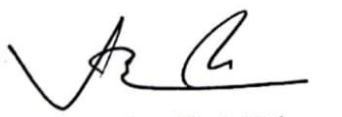

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ABSTRACT

This research discusses about students' ability in writing spoof text at the eleventh grade of SMA Negeri 1 Ulu Barumun. This research was done based on the fact of the student's problem faced by students such as less motivation to write, students were not interested to write, very low lack of vocabulary, difficult to express or develop their own ideas and still mistakes in grammatical rules. In this research, the researcher focusses to find out the students' ability in writing spoof text.

The researcher formulated the specific question based on the problem above "How is students' ability in writing spoof text of grade XI IPA-1 at SMA Negeri 1 Ulu Barumun" and "What are students' difficulties in writing spoof text at grade XI IPA-1 at SMA Negeri 1 Ulu Barumun Padang Lawas. The goal of this research was to know and to describe the students' ability in writing spoof text at grade XI SMA Negeri 1 Ulu Barumun Padang Lawas.

This research was conducted the method of the research by quantitative and using descriptive method. The researcher took the population was students at grade XI SMA Negeri 1 Ulu Barumun Padang Lawas. The researcher took the total of students was 95 students in IPA department but the sample of this research was 32 students from the population. For collecting the data, the researcher used a test, it was essay writing test.

Based on the result of the research above, the researcher found that the ability of the students writing spoof text at the eleventh grade SMA Negeri 1 Ulu Barumun Padang Lawas was 65,35, it was categorized into enough category of the level ability. The researcher used the analysis data for this research is Mean Score, Z-test = 2,717 and Z-table = 1,64. Based on the difficulties of the students writing spoof text, it was known that the students' difficulties in structure and grammar, still low or poor of vocabulary and students did not understand the generic structure writing of spoof text. Based on the explanation of the result, it was known that the hypothesis of the research was accepted, because the hypothesis of the research in students' ability in writing spoof text at grade XI SMA Negeri 1 Ulu Barumun Padang Lawas was enough category.

Key Words: *The students' ability, writing and spoof text.*

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ABSTRAK

Penelitian ini membahas tentang kemampuan siswa dalam menulis spoof teks pada kelas XI SMA Negeri 1 Ulu Barumun. Penelitian ini dilakukan berdasarkan fakta permasalahan yang dihadapi siswa seperti kurangnya motivasi untuk menulis, siswa tidak tertarik dalam menulis, kosakata yang sangat rendah, sulit untuk mengungkapkan atau mengembangkan ide-ide mereka sendiri dan masih melakukan kesalahan dalam aturan tata bahasa. Dalam penelitian ini, peneliti fokus untuk mengetahui kemampuan siswa dalam menulis teks spoof.

Peneliti merumuskan pertanyaan khusus berdasarkan masalah “Bagaimana kemampuan siswa dalam menulis spoof teks pada siswa kelas XI IPA-1 SMA Negeri 1 Ulu Barumun” dan “Apa kesulitan siswa dalam menulis spoof teks di kelas XI IPA-1 di SMA Negeri 1 Ulu Barumun. Tujuan penelitian ini adalah untuk mengetahui dan mendeskripsikan kemampuan siswa dalam menulis teks spoof pada siswa kelas XI di SMA Negeri 1 Ulu Barumun Padang Lawas.

Penelitian ini dilakukan dengan metode penelitian kuantitatif dan menggunakan metode deskriptif. Peneliti mengambil populasi adalah siswa kelas XI di SMA Negeri 1 Ulu Barumun Padang Lawas. Peneliti mengambil jumlah siswa sebanyak 95 siswa di jurusan IPA, tetapi sampel penelitian ini adalah 32 siswa dari populasi. Untuk pengumpulan data, peneliti menggunakan tes yaitu essay tes.

Berdasarkan hasil penelitian di atas, peneliti menemukan bahwa kemampuan siswa dalam menulis teks spoof pada kelas XI SMA Negeri 1 Ulu Barumun Padang Lawas adalah 65,35, termasuk dalam kategori tingkat kemampuan cukup. Peneliti menggunakan analisis data untuk penelitian ini adalah nilai rata-rata, $Z\text{-test} = 2.717$ dan $Z\text{-table} = 1,64$. Berdasarkan dari hasil kesulitan siswa dalam menulis teks spoof, diketahui bahwa siswa memiliki kesulitan dalam tata bahasa dan struktur, masih rendah dalam vocabulary, serta siswa kurang memahami struktur generik dari teks spoof. Di ketahui dari hipotesis penelitian diterima, karena hipotesis penelitian pada kemampuan menulis teks spoof siswa di kelas XI SMA Negeri 1 Ulu Barumun termasuk dalam kategori cukup.

Kata Kunci: Kemampuan siswa, menulis, dan teks spoof.

ACKNOWLEDGEMENTS

بسم الله الرحمن الرحيم

First of all, let the researcher says a lot of praise and Alhamdulillah to Allah SWT, as the best Creator of everything in the world that help researcher for finishing the thesis entitled “*An Analysis on Students’ Ability in Writing Spoof Text at Grade XI SMA Negeri 1 Ulu Barumun Padang Lawas*”. The second, Sholawat and Salam to the prophet Muhammad SAW that has guided humankind from the darkness to the lightness era.

In this chance the researcher would like to express the deepest gratitude because this thesis can not be completed without helping from the following people:

1. Special thanks are do to Mrs. Rayendriani Fahmei Lubis, M. Ag., as the first advisor and Mrs. Yusni Sinaga, M. Hum., as the second advisor. They have given their valuable guidance and suggestions sincerely and patiently during the progress of writing and who have been the great advisor for me to finish this thesis as well.
2. Thanks are do to the Rector of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, Mr. Dr. H. Muhammad Darwis Dasopang, M. Ag., as the administrator that has accepted researcher as the university student in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
3. Mrs. Dr. Lelya Hilda, M.Si., as the Dekan of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

4. Thanks are do to Mrs Fitri Rayani Siregar, M.Hum., as the Chief of English Education Departmen UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan and as my academic advisor who has been given me advice, suggestions, motivation, and guidance as long as I was a student in this university.
5. Thanks are do to all lecturers and the cavities academic who had given so much knowledge, suggestions and guided during I studied in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
6. Special thanks are do to My beloved parents to Mr. Alm. Pardamean Pulungan and Mrs. Dahlena Hasibuan, and to all my lovely siblings Pitriani Pulungan, S.Pd., Erpin Sahala Pulungan, S.Pd.I., Darwis Pulungan, Siti Jahrona Pulungan, S.E., Najibullah Pulungan, Nur Aliyah Pulungan, S.Pd., and my lovely youngest brother Dandi Husin Pulungan. To all my big family who always support me, prayers, motivation, and big spirit how to be patient and survive in each conditions by my own self.
7. Big thanks to all my friends who always support me, to all my friends: Safriyaldi Rahadi Hasibuan, Yasser Al Wahid, Heni Arwida, Muhiddin Syarif, Zulfikri, Annisa Hasibuan, Hamzah Safawi, Wilda Nurhikmah, Ikhsan, Mora Sahlan, Erwin Soleh, Sutan Koto, Pidiwansah, Aditya, Desy Nurbayanty, Rizky Romaito, Meriani Harahap, Ika Maya Sari, Siti Aminah, Ari Yudha, Azza A. Nizori, Sri Rahayu, Arini etc.

8. Big thanks all my friends in TBI 2 who have made my story to be more colourful and memorable. Thank you for all the things done to everyone who have given helps whether mention or not to finish this thesis.

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

Padangsidempuan, 07 December 2022

Researcher

PAHWIN ALFARIZI PULUNGAN

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TABLE OF CONTENT

	Page
TITTLE	i
LEGALIZATION ADVISOR SHEET.....	ii
AGREEMENT ADVISOR SHEET.....	iii
DECLARATION OF SHEET THESIS COMPLETION.....	iv
AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY	v
SCHOLAR MUNAQOSYAH EXAMINATION	vi
LEGALIZATION OF DEAN OF TARBIYAH AND TEACHER TRAINING FACULTY	vii
ABSTARCT	viii
ACKNOWLEDGEMENTS.....	x
TABLE OF CONTENTS.....	xiii
LIST OF TABLES	xv
LIST OF APPENDIXES	xvi
LIST OF TABLE	xvii

CHAPTER I : INTRODUCTION

A. Background of the Problem	1
B. Identification of the Problem	5
C. Limitation of the Problem	5
D. Formulation of the problem	6
E. Objectives of the Problem.....	6
F. Significances of the Research	6
G. Definition of Key Terms	7
1. Students Ability.....	7
2. Writing Spoof Text.....	8
H. Systematic of the Research	9

CHAPTER II : LITERATURE REVIEW

A. Theoretical Description.....	11
1. Students Ability.....	11
a. Definition of Students.....	11
b. Definition of Ability	11
1) Kinds of Ability	12
2. Writing Spoof Text.....	13
a. Definition of Writing.....	13
b. Kinds of Writing.....	16
c. Aspects of Writing	17
d. Writing Process	18
e. Spoof Text.....	19

1. Definition of Spoof Text	19
2. Generic Structure of Spoof Text.....	20
3. Language Features of Spoof Text.....	21
4. Language Features Analysis.....	21
5. Examples of Spoof Text	22
f. Evaluation of Writing	24
B. Review of Related Findings	26
C. Hypothesis.....	29

CHAPTER III: RESEARCH METHODOLOGY

A. Place and Time of Research.....	30
B. Kind and Method of the Research.....	30
C. Population	31
D. Sample.....	31
E. Instrument of Collecting Data	32
F. Technique of Collecting Data	36
G. Validity of the Test	37
H. Technique of Data Analysis.....	37

CHAPTER IV: THE RESULT OF RESARCH

A. Data Description	40
B. Hypothesis Testing.....	52
C. Discussion of the Result.....	53
D. Treat of the Research	57

CHAPTER V: THE CONCLUTIONS AND SUGGESTIONS

A. Conclusions	59
B. Suggestions	60

REFERENCES

APPENDIXES

CURRICULUM VITAE

LIST OF TABLES

Table I	The Example of Spoof Text.....	22
Table II	Generic Structure/Text Organization	24
Table III	The Population of the XI grade SMA Negeri 1 Ulu Barumun Padang Lawas	31
Table IV	The Rubric Score of Writing Spoof Text	34
Table V	The Classification Quality of the Students' Score in Writing Test	38
Table VI	The Students Statistic in Writing Spoof Text at grade XI SMA Negeri 1 Ulu Barumun Padang Lawas	44
Table VII	The Frequency Distributions' of Students' Ability in Writing Spoof Text at grade XI SMA Negeri 1 Padang Lawas.....	45

LIST OF APPENDIXES

Appendix I	Private Interview with English Teacher.....
Appendix II	The Students Name of the Eleventh grade IPA-1 SMA Negeri 1 Ulu Barumun Padang Lawas.....
Appendix III	The List of Test
Appendix IV	The Ability of Students' Test in Writing Spoof Text.....
Appendix V	Surat Validasi.....
Appendix VI	The Students' Total Score in Writing Spoof Text and The Students' Quality Score in Writing Test
Appendix VII	The Statistic Count
Appendix VIII	The Students' Statistic, Frequency Distribution, Histogram of the Students' Ability in Writing Spoof Text at grade XI SMA Negeri 1 Ulu Barumun Padang Lawas
Appendix IX	The List Interview with the Students' of grade XI SMA Negeri 1 Ulu Barumun Padang Lawas.....

LIST OF FIGURE

Figure 1	The Histogram of Students' Ability in Writing Spoof Text at Grade XI SMA Negeri 1 Ulu Barumun Padang Lawas.....	46
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is a form of communication that humans need as a social being to understand each other. Humans can communicate with use a language as a tool of communication. Whatever the circumstances, happy, sad or angry, everything can be expressed by using a language. Even language has become a separate bond between peoples or humans and nations. So, it can be said that the language that humans need.

There are several languages that have been categorized into international language, including Arabic and English. Besides Arabic, English is one of international language in the world. Human in the world can communicate between countries by English, either direct communication or communication in writing such as letters. Human can interact; get information, share news and knowledge by English.

English as international language is used by many countries, one of which is Indonesia. The Indonesian government gives permission that English must be learned. The Indonesian state itself stipulates that English is learned in school. English must be mastered by students, because English is the first foreign language learned from junior high school into university.

In Indonesia, it has been determine in schools that English is included in the curriculum as subject of lesson. English as compulsory subject that must be applied base on a predetermined curriculum. It has been determined

that the lessons must be applied to the students with English are one of them. So, it can be said that English has been applied in school base on the established curriculum.

In classroom, English is one of students are learning English as foreign language because English is an important to be mastered that helps students to communicate, write and even read well, to support students' knowledge. By English, students have an opportunity to mastered the language and develop students' ideas in classroom. English as a subject or component that must students has for intellectual development in the classroom. Base on the explanation, students will able understand a lot of information and also knowledge in students' case understand English well.

English language has four skills as other international languages that must be known by students, namely: Listening, Speaking, Reading and Writing. Writing is one of the language skills that students must be mastered which can express human ideas in written form. It will help and encourage students to be more active in searching, finding and collection information by written form.

Writing is one of the English language skills to express or to display ideas, presenting and provide information to each other basically in written form. Writing helps to improve students' ability, students' knowledge and also students' experiences in written form. By true writing, students are able to communicate with each other's, to express and develop students' own

ideas, knowledge, feeling, and students' experiences well. So that writing is one of the most important aspects in English especially for students.

In writing process there are some factors of the students difficult to write the text. Here are some factors of students difficult to write; the first, the students are less motivation to write. Students are not interested in writing and do not want to express or develop students' ideas. Second; the students are very low lack of vocabulary, this problem makes students difficult to write, the students have ideas to express students' knowledge or experiences in writing but students have not any words to build that ideas. The third; English students have to understand the grammatical rules, either active or passive language. In fact, some students do not understand the grammatical form. Grammar is the most important factor in English.

Based on private interview with the English teacher, some students of SMAN 1 Ulu Barumun Padang Lawas still have a problem in writing. Students' are low motivation to write, students do not attract in writing class. English teacher said that students difficult to express their ideas in a sentence or a good paragraph, and also students poor of vocabularies. Students still have the difficulties in writing sentences or text and still difficulties to write what students heard and read.¹ The researcher concluded that students seldom to do writing activity in school and moreover in student house. These problems make students not accustomed in face English words, sentences and even text. So, researcher makes the solution of this problem, if students often

¹Private Interview with Mrs. Enni Kusuma Tambunan, as English teacher at SMA Negeri 1 Ulu Barumun Padang Lawas, Observation, (April 27th 2021, time: 09:00 a.m).

or diligent in writing or to do writing activity even though that is wrong or correct of written, at least students easier to write what students heard and read moreover words, sentences and also text.

There are many kinds of text to be discussed; descriptive text, narrative text, recount text, report text, review text, explanation text, news item, hortatory text, analytical exposition text and also is Spoof text. Here, the researcher wants to analyse students' ability in writing subject just focus in writing spoof text. So, the researcher just focuses to explain what spoof text is and how students are known about spoof text.

Spoof text is a text which tells an event with humorous twist. Twist means the funniest paragraph part in a spoof text. Spoof text story is not too long and is not too short, simple but the story makes the reader guess what happened in the past. So, many students are confused in writing spoof text. In this case, spoof text becomes a serious problem for the English learners, especially the students in senior high school.

Spoof text has generic structure consist orientation, events, and twist. Orientation means introduction of the story. Event means several events that have occurred chronologically and twist is talks about the ending of the events which that occur in the story. Spoof text happened in the past it means using simple past tense as the tenses.

Talk about simple past tense, it has been studied by students since in first grade Junior High School. The students also studied simple past tense in senior high school. So, students have studied five years about simple past

tense and students who are in the eleventh grade at least have studied simple past tense before writing spoof text. But in fact some students in these grade students still find the difficulties and problem using simple past tense.

Based on the explanation above, the researcher is interested in making a research on analysing the ability of students to writing subject, what levels ability that students have, what skills that students use in writing especially in writing spoof text. So, the researcher takes the title of this research is “**An Analysis on Students’ Ability in Writing Spoof Text at Grade XI SMA Negeri 1 Ulu Barumun Padang Lawas**”.

B. The Identification of the Problem

Based on the background of the problems, the researcher identified the problems of students writing spoof text as follows:

1. The students’ less motivation to write
2. The students’ lack of vocabulary
3. The students’ does not attract in writing class.
4. The students’ difficult to express their own ideas in a sentence or a good paragraph.
5. Students’ seldom to do writing activity in school moreover in students’ home.

C. The Limitation of the Problem

Based on the identification of the problem above, the researcher found some problems the ability of the students in writing spoof text. So, the researcher only limit on students’ ability in writing spoof text in

generic structure at XI grade of SMA Negeri 1 Ulu Barumun Padang Lawas that focused on students' ability.

D. The Formulation of the Problem

From the explanation above, the researcher formulated the problem as follows:

1. How is the students' ability in writing spoof text at grade XI IPA-1 of SMA Negeri 1 Ulu Barumun Padang Lawas ?
2. What are the students' difficulties in writing spoof text at grade XI IPA-1 of SMA Negeri 1 Ulu Barumun Padang Lawas ?

E. The Objectives of the Problem

Based on the formulatited above, the researcher made the aims of the research. So the main of the research as follows:

1. To describe the students' ability in writing spoof text at grade XI IPA-1 of SMA Negeri 1 Ulu Barumun Padang Lawas.
2. To identify what are the students' problem in writing spoof text at grade XI IPA-1 of SMA Negeri 1 Ulu Barumun Padang Lawas.

F. The Significances of the Research

The researcher hopes by conducting the research about students' ability in writing spoof text, the result of the research is expected to be useful and benefit to some categories:

1. Theoretically
 - a. Researchers, as the information to do more related research, this research can be beneficial for researcher and other researchers and

also for the readers as reference and standing point for studying the other subjects in the field of the language teaching.

- b. This research is give more understanding about writing spoof text through writing skill in teaching and learning process is better, and it could apply to analyze the students' ability in writing spoof text.

2. Practically

- a. English Teacher, the result of this research should be benefit for the teacher, especially for English teacher as source of teaching English education, especially in teaching writing. Evolve the teachers' ways of teaching to teach the students, specifically which concerns with writing spoof text.
- b. Students, the finding of this research will motivate students in writing subject, especially in writing spoof text. The researcher hopes that the students English education department should able how to write spoof text in English learning.

G. The Definition of Key Terms

In order to give consistent idea in this research, there are some key terms that researcher use in this research:

1. Students ability

Students are people who sit in school that need education and get the knowledge. According to A.S Harnby, he stated that the student

is a person studying at school, collage, university, etc.² So, based on the definition, student is who is studying at a school; elementary, junior, and also Senior High School, College or university, In this research student is people or who is studying in SMA Negeri 1 Ulu Barumun Padang Lawas.

Ability means a skill to perform certain action both physically and mentally both before and after receiving training.³ In Indonesia dictionary state that ability is power or mental has someone to do something, a property that people.⁴ Ability is the mental or physical capacity, power or skill required to do something.⁵ So, students' ability is person who is studying at school collage etc, with physically, power or mental to do something.

2. Writing Spoof Text

Writing is the productive language skill it is the skill of a writer to communicate and share information to a reader or group of readers.⁶ According to mayers writing is an action, a process of discovering and organizing our ideas, putting them on paper, reshaping and revising them. Writing is an action or process to write our ideas.⁷

So, writing means to find and arrange student's idea. Writing is also an

²A.s Hornby, *Oxford Advanced Learner's Dictionary*, Oxford University Press, New York, vol. 44, 1990.

³James Drever, *Kamus Psikolog*, (Jakarta: Bima Aksara, 1998) p.2

⁴Tim Prima Pena, *Kamus Besar Bahasa Indonesia* (Jakarta: PT. Gramedia Press, 2001).

⁵AS Harnby, *Oxford Advanced Lerner's Dictionary*, (New York: Oxford University Press, 1995), p. 1187 <https://library.ui.ac.id>

⁶Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), p.2.

⁷Nurma Dhona Handayani and Khairul Harha, "Problems in Writing Spoof Texts," *Studies in English Language and Education* 3, no. 1 (2016): p. 13, <https://doi.org/10.24815/siele.v3i1.3385>.

action or a process organizing to write our ideas of students SMA Negeri 1 Ulu Barumun Padang Lawas.

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

H. The Systematic of the Research

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

Chapter one consists discuss about introduction. It is explaining background of the problems; it is about the problems of the research. Identification of the problem, the formulation of the problem is about forming of the problems, objective of the research, significance of the research, the definition of key terms, and outline of the research.

Chapter two consists to the theoretical description which it is explained about the theoretical description likes: descriptions of theory especially definition of analysis, definition of students' ability, etc. Chapter two also explains the research and also the Related Finding.

Chapter three consists of the methodology of the research: place and time of the research, instrument of collecting the data, technique of data analysis and also population and sample.

Chapter four consists to result of the research, description of the data and threats of the research.

Chapter five consists about conclusion and suggestion. It is discussing about the result of the research.

CHAPTER II

THEORETICAL DESCRIPTION

A. The Theoretical Description

1. Students' Ability

a. Definition of students

Students are persons that state in educational institution or education agency. Student is a person who is determined to study from kindergarten or elementary school to college or university. Rahmat Hidayat states in ilmu pendidikan islam, student is another term used for students who are pursuing formal education at the middle or upper level.⁸ So, it means student is society, participant or community members who seek to develop their potential through learning process in a good education path, certain kinds and levels of education.

b. Definition of Ability

Ability is power that humans have in life. Ability is capacity or power to do something physical or mental like: cleverness, intelligence a human of great or special natural power to do something well.⁹ According to Merriam Webster, 'ability' has three meanings; first, ability is the quality or state of being able. Second, ability is physical mental or legal power to do something.

⁸Rahmat Hidayat, Ilmu Pendidikan Islam, ed. Candra Wijaya (Medan: Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI), 2016), p.73.

⁹Victoria Neufelst & David B. Guralnik, *Webster's New World Collage Dictionary*, (USA: Mac Milan, 1995),

Third, ability means competence in doing something.¹⁰ Ability is skill or talent that every human has in life. Ability is also competence or natural aptitude.¹¹ Then A.S Hornby states that ability is able to do something, or a level of skill or intelligence.¹² So, based on the definition above that ability is the quality, mental, legal power or competence to do something by his or himself.

1. Kinds of Ability

Ability means a power that human has to do something in life. Students must have a capacity to do something in writing. According to Brown statement that there are three meaning of word ability, they are:

- a. Achievement is actual ability and can be measured by the straight use of the instrument or devised test
- b. Capacity is potential ability can be measured by untaught, the individual's capacity.
- c. Aptitude is quality and can be expressed by especially training.¹³

Talk about ability, there are kinds of ability that students must have in writing skill, they are:

a) Intellectual Ability

Intellectual ability is the ability that must humans have and needed to do something in activities, like mental

¹⁰Webster A Merriam, Webster's CollegiateThesaurus (USA): Massa Chussettes, 1976), <https://www.merriam-webster.com/>

¹¹Merriam Webster, *Webster Dictionary & Thesaurus*, vol. 1 (United State of America: Federal Street Press, 2012), p.7.

¹²A.S. Hornby. p. 502.

¹³H. Douglas Brown, *Teaching by Principles and Intercation Approach to Language Pedagogy* (Ney Jearsy: English Wood Cliffs, 2001), p.236-238.

activities, think, reason, analyze, describe and also solve problem.

b) Physical Ability

Physical ability is the ability to something with action, to perform tasks or something that requires or needed stamina, skills, power, and also the similar characteristic.

2. Writing Spoof Text

a. The Definition of Writing

Writing is one of the important skills in English, beside listening, speaking and reading. It involves of grammatical knowledge, which includes vocabulary, form, mechanic, sentences patterns, dictation and also the understanding of the language. Writing also makes the writers more creative, it means writing is the process of built writer's intelligence. So, it can be said that writing is an important skill that involves students' knowledge to make the creativities idea and more help students intelligent.

Writing is a process of developing ideas that are contained in one's thoughts, feeling and experiences of human. Writing is not only categorized as a collection of words but writing can also be expressed through symbols or also in the form of images. Talking about symbols, symbols in writing category must have meaning. It means every symbol or image must have an implied picture in the

term of writing. Therefore, symbol or image can help to developing ideas in writing process.

Talk about writing, writing is not just a picture or symbols, but writing can also be said to be a collection of words that form a sentence. In English, the term of writing is often described, such as letter, where the letter collected or formed words that contain meaning to reveal the message of the author. A collection of word can also be said as an argument in which the intention is to be conveyed. Therefore, in containing the correct argumentation words must be formed by using elements of language like grammar, vocabulary etc.

Writing is a process of expressing thought, feeling and experience. It is an important way for communicating with other people, expressing oneself, and discovery the meaning of the message. Writing is a fundamental aspect in being successful in learning process in which the students revise throughout the process, moving back forth among the stages.¹⁴ So, it can be said that writing as a fundamental aspect can expressing what writer mind and feel.

Writing skill is considered as the most difficult language skill because it involves the ability or mastery of grammar, vocabulary, and spelling. Because of that, students need to learn and

¹⁴Amanda Pramadhani Yanwar, "An Analysis of Students' Writing Skill in Hartatory Text at the First Semester of Public Administration Study Program of the Faculty of Social and Political Science.," *J-SHMIC: Journal of English for Academic* 7, no. 1 (2020): p.12, <https://journal.uir.ac.id/index.php/jshmic/article/download/5141/2676/>.

pay attention in English in order to make them easier in writing activity. So, Writing is expressing writer's ideas, feeling, knowledge or experience, because writing is the fundamental aspect or common ways, or general aspect in being success for learning process especially for students.

According to David Nunan state: Writing is a both physical and a mental act the most basic level. On the other hand, writing is the metal work of inventing of ideas. Thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. It also both a process and a product the writer imagines, organize, drafts, edits and reads.¹⁵

According to Hyland, writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge and also writing is an intricate structure that can only be learned by developing the ability to manipulate lexis and grammar.¹⁶

While Bazerman and Prior state writing is a process of instruction of inscribing text onto or into some medium.¹⁷ So, writing is a product that a writer must process to develop his knowledge, instruction of writers ideas or knowledge. Writing is an activity that produces something becomes sentences meaningful.¹⁸

¹⁵David Nunan, T. D. Terrell, and H. Douglas Brown, *Practical English Language Teaching*, Mc Graw Hill Companies, 1st ed., vol. 57 (New York (United State of America): Mc Graw Hill, 2003), p.88, https://www.academia.edu/34135090/Practical_English_Language_Teaching_pdf.

¹⁶Ken Hyland, *On Second Language Writing*, ed. Jack C. Richards, *Cambridge Language Education*, vol. 36 (New York (United State of America): Cambridge University Press, 2002), p.3, <https://doi.org/10.2307/3588251>.

¹⁷Charles Bazerman and Paul Prior, *What Writing Does and How It Does It: An Introduction to Analyzing Texts and Textual Practices*, Laurence Erlbaum Associates (London: Laurence Erlbaum Associates, 2004), p.3, <https://doi.org/10.4324/9781410609526>.

¹⁸Anita Purba and Semaria Eva Elita Girsang, "The Use of Think Talk Write Strategy in Improving Students' Writing Spoof Ability on English Department FKIP USI Pematangsiantar,"

Make a good writing started from arrange the sentence according to the sequence. In shortly, writing skills are specific abilities which help writer and put the writer thoughts into words in a meaningful form and mentally in English subject, especially when writer was writing a simple text.

b. Kinds of writing

Writing is the skill to express the own writer's ideas. When the writers have some ideas or inner of feelings related to writers own ideas, writes can express writers own ideas to express in writing skill. According to Michael O'Malley and Lorraine, there are kinds of writing, they are:¹⁹

1) Expository

Expository is the kind of writing to share knowledge and give information, or ideas to the readers, examples of the expository include describing events or experiences, analyzing concept, speculating, on causes and effects, developing news idea of relationship. This kind of writing can include a biography about well-known person or someone from the writer's life. The writer can rely cover a range of thinking skills from simple recall to analysis and synthesis. Expository writing helps the writers integrate new ideas and examine existing knowledge.

2) Expressive/Narrative

This kind of writing is often based on observations and interpretations. It may include an autobiography incident or reflection in which a writer describer an occurrence in her or his own life. This kind of writing is often used for entertainment, pleasure, discovery or simple as "fun" writing and can include poems and short plays.

Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences 3, no. 3 (2020): 2219–23, <https://doi.org/10.33258/birci.v3i3.1154>.

¹⁹J. Michel O'Malley, *Authentic Assessment for English Language Learners* (United State of America: Addition Wesley Publishing, 2000), p.137.

3) Persuasive

This kind of writing is often based on background information, fact and examples the writer uses to support the view in a convincing way. This kind of writing might include of the evaluation of a book, a movie, a consumer product, or a controversial issues or problem. Writers can also use personal experience or emotional appeals to argue in support of their view.

So based on the kinds of writing above, the researcher conclude that all the kinds of writing are interconnect to this research is narrative. Because narrative is the kinds of writing often used for entertainment, or fun story. This research discusses about spoof text. Generally, spoof text is a text which tell factual story with funny ending.

c. Aspects of Writing

Writing is one of realization from linguistic competence that express in to written in the oral language.²⁰ Talk about aspect of writing, which is categorized for students that must have aspect of writing to complete their ability in writing skill. To know the students' ability, it makes sends to know the aspect of writing. So, it can be said that aspect of writing needed by students to know how their correcting in writing.

According to Harris, aspects of writing consist of Grammar, Form, Mechanic, Vocabulary and Style. Grammar is related to grammatical form systematic pattern. Form refers to organization of the content. Mechanic is the use of the graphic convection of the

²⁰Pardiyono, *Writing Clues for Better Writting Competence* (Jakarta: PT Grafindo, 2007), p.143.

language. Vocabulary is related to words. Style refers to choice of the structure and lexical items.²¹

d. Writing Process

Talk about writing process, the process writing final approach necessary to produce a good quality final piece of writing.²² Process of writing in classroom is highly structured as it necessitates the orderly teaching of process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier.²³ In this research, the students must have the writing process to know their ability. For writing process, the researcher conducts that four writing process in research to know the students' ability. They are: Prewriting, organizing, writing, and polishing.

In prewriting it is to build student ideas, experience etc. organizing means express student's ideas. Writing means the process express of ideas and polishing means fixed the wrong written for better express the students' ideas.

Alice and hogue state that writing process is:

1. Prewriting

Prewriting is the way to get ideas, to choose the topic, and collect ideas to explain the topic.

²¹Amanda Pramadhani Yanwar, "An Analysis of Students' Writing Skill in Hartatory Text at the First Semester of Public Administration Study Program of the Faculty of Social and Political Science.," *J-SHMIC : Journal of English for Academic* 7, no. 1 (2020): p. 66–76.

²²David Nunan, *Practical English Language Teaching* (United State of America: The Mc Grow Hill Companies, 2005), p.101.

²³Rayendriani Fahmei Lubis. "Writing Narrative Text." *English Journal for Teacing and Learning*. v. 2 no. 1 (2014). p.65. <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/view/115/104>

2. Organizing

Organizing is writing process to organize the ideas into simple outline.

3. Writing

Writing is the next step to write a rough draft, seeing the outline as guide.

4. Polishing

There are two steps in polishing. The first is revising; revising is to attack the big issues of content organization. The second is editing, editing is to make smaller issues and repair about grammar, punctuation, and mechanics.²⁴

e. Spoof Text

1. The Definition of spoof text.

In writing persuasive/narrative category, there are genres of text that categorized in funny story; one of them is spoof text. Spoof Text is the text which tell factual story with funny story. The social function of spoof text is to tell an event with humorous twist and entertain the reader. Spoof text tells about funny story, what happen in the past and generally tells about humor, joke, parody and funny event. So, it can be said that spoof text tells funny story to entertain and make the reader happy.

According to Budi, the purpose of spoof text is to tell an event with a humorous twist and entertain the reader in the text. So, if there is no twist in the end of the text, the text is no categorized in spoof text genre. According to sudarwati and

²⁴Alice Oshima and Ann Hogue, *Introduction to Academic Writing: Answer Key*, Pearson Education Limited, 3rd ed. (United State of America: Pearson Longman, 2007), p. 16-18 https://edisclipnes.usp.br/plueginefile.php/3928474/mod_resource/content/1/IntroductiontoAcademicWriting.pdf.

grace mentioned in handayani's journal, a funny story is often called a spoof. It retells an event humorous twist.²⁵ So, the funny story that tells funny events is called spoof text.

Hartono also the social function of spoof text is to retell an event with a humorous twist.²⁶ Spoof text is a text which tells a potentially factual story that has happened in the past with unpredictable and funny endings. Its social function is to entertain and share the story.²⁷ So, spoof text is a text which factual story tells humorous twist with funny ending of the story to entertain the reader.

2. The Generic Structure of spoof text.

a) Orientation

It is the introduction of the story. By giving the orientation, the reader will recognize, for the first time, who were involved in the story/participants, when/time, and where/place. It should introduce participant of event happen, show place where the events happen and identify the event clearly.

b) Event

Tell what happen in chronological order and in what sequence. A personal comment or evaluate remarks, which

²⁵ Dhona Handayani and Harha, "Problems in Writing Spoof Texts."

²⁶ Rudi Hartono, "Genre Based Writing," *Genre-Based Writing* 1, no. 1 (2005): 1–27, https://www.academia.edu/6464908/Genre_Based_Writing_Dr.

²⁷ Dhona Handayani and Harha, "Problems in Writing Spoof Texts."

are interspersed throughout records event. Events should be written in complete sentence (both). Events should be added with irrelevant details to the topic of the text.

c) Twist

Twist is the funniest part of story which unpredictable and funny ending to involve entertain the reader. Readers even did not predict that it would be.²⁸

3. Language Feature of Spoof Text

- a. Using simple past tense.
- b. Focusing on people, animals or certain things.
- c. Using action verb: ate, run, etc.
- d. Using adverb of time and place.
- e. Told in chronological order.

4. Language Feature analysis

- a. Focusing on people certain participants: He, Penguin, policeman.
- b. Using action verb: Carry, Walk up.
- c. Using adverb of time and place: once, in the park.
- d. Told in chronological order: chronological order by days, the next day.²⁹

²⁸Priscilla Orianda & Rusdi Noor Rosa, "Teaching Writing a Spoof Text By Using Series of Pictures to Senior High School Students" 1, no. March (2013): p. 4, <http://ejournal.unp.ac.id/index.php/jelt/article/view/1981/1696>.

²⁹Ferianti Alina Gultom, "Anecdote Text Vs Spoof Text," *Jurnal Bahasa Unimed* 3, no. 1 (2016): p.6, <https://jurnal.unimed.ac.id/2012/index.php/bahasa/artucle/download/5682/5093>.

5. The Examples of spoof text

Nasreddin's Coat

One day, Nasreddin was invited to a dinner party. He went to the party wearing his old clothes.

When he arrived at the party, nobody looked at him and nobody gave him a seat. He was given no food at the party so he went home and changed his clothes.

He put on his best clothes. He wore his newest coat and went back to the party again. The host at one got up and came to met him. The host offered him a seat at the best table and ordered servants to bring him the best food.

Nasreddin sat down and took of his coat. He put his coat and the table and said, "Eat the food, Coat!" the host and guests were very surprised and asked nasreddin, "What are you doing?" nasreddin replied calmly; "When I came here in my old clothes, nobody looked me. Then I went home and put on my best clothes, I came back wearing my newest coat and you gave me all the best food and drink.

So, you gave food to my coat instead of me". After hearing nasreddin's answer, the host and the guests just shook their heads.³⁰

Base on the example of spoof text above, the structure of spoof text are explain more in the table below:

Table I
The Example of Spoof Text.

Title	Nasreddin's Coat
Orientation	One day, Nasreddin was invited to a dinner party. He went to the party in his old clothes. (Paragraph 1)
Event 1	Nobody gave him a seat or any food so he went home (Paragraph 2)
Event 2	He went back to the party wearing his best clothes and hi newest coat (Paragraph 3)
Event 3	He went back to the party wearing his best clothes and hi

³⁰Dhona Handayani and Harha, "Problems in Writing Spoof Texts."

	newest coat (Paragraph 3)
Twist	The hosts and guest are very surprised when he asks his coat to eat the good food served to him (Paragraph 4).

The example of spoof text with title Nasreddin's Coat has structures: orientation in this example explains who nasreddin in this story is. Events tell about nasreddin chronological way in this story. And twist in this story is surprised ending what happen with nasreddin.

We Don't Subscribe to Any Newspaper

Jack was a university student. He studied history. At the end of the year, his history professor failed him in his examinations and he was told to leave the university.

The next day, Jack's father went to see the professor. He urged the professor to let Jack continue his studies the following year. "He's a good boy," said Jack father, "and if you give him a chance this time, I'm sure he will improve a lot next year."

"No, no! That's quite impossible!" replied the professor, "Do you know, last month I asked him when Napoleon died? And he could not answer it."

"Please, sir, give him another chance," said Jack's father, "you See, we don't subscribe to any newspapers in our house, so none of us even knew that Napoleon was ill."³¹

Base on the second example of spoof text above, the structure of spoof text is explaining more in the table below:

³¹Winda Julianti, "Analyzing The Students' Grammatical Error in Spoof Text of the Twelfth Grade at the First Semester of SMAN 1 Belalau Lampung Barat in Academic Year of 2017/2018" (Raden Intan State Islamic University Lampung, 2018), p.44, <http://repository.radenintan.ac.id/3270/1/SKRIPSI LENGKAP.pdf>.

Table II
Generic structure/Text Organization Analysis:

Title	We Don't Subscribe to Any Newspaper
Orientation	Jack was a university history student. (paragraph 1)
Event 1	Jack's history professor failed him in his examinations (paragraph2).
Event 2	Jack's father went to see the professor (paragraph 3).
Event 3	Jack's professor tells him one reason why Jack failed (paragraph4).
Twist	Jack father said that they don't subscribe to any newspaper in their house, so none of them even knew napoleon was ill. (paragraph 5)

f. Evaluation of writing

The evaluation of writing is categorized as work or writing assignment for students. In writing task, the task is determined as well as how long it takes to complete the writing task. The components determined by the researcher in assessment of writing assignments are as follows: grammar, form, mechanic, vocabulary, and Fluency.

1. Grammar

Grammar is the essential component in language teaching and learning.³² So, grammar is part of learning language that

³²Ikhwanuddin Hasan and Aris Munandar, "Grammatical Errors Produced by UGM English Department Students," *Lexicon* 5, no. 2 (2018): p.1, <https://doi.org/10.22146/lexicon.v5i2.41305>.

relates with forms and structures, with customary arrangement basically in phrases, sentences and also often with language sounds and word meanings.

2. Form

Form as writing activities is one of the main assessments especially in writing ability. Form that categorize for identified introduction, body of writing and also the conclusion and summary of writing assessment.

3. Mechanic

In a good writing is correct used of English writing conventions: left, right margins, all needed capitals, paragraph intended, punctuation and spelling.³³ So, the researcher conclude that categorize into mechanic evaluation is the teacher evaluates which are about correct punctuation and the spelling of writing.

4. Vocabulary

Vocabulary is one of the most obvious components of language and one of the first things applied linguistic turn their attention.³⁴ So, vocabulary is a language component whose vocabulary provides information or explanation in language terms.

³³H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*, Longman (San Pransisco: Pearson Education, 2004), p.245, https://www.academia.edu/23889715/_H_Douglas_Brown_Language_Assesment_Principle_Book_Fi_org_.

³⁴Jack C. Richards, *Curriculum Development in Language Teaching, The Language Teaching Matrix* (Singapore, 2010), p.4, <https://doi.org/10.1017/cbo9780511667152.003>.

5. Fluency

For fluency of writing text, must be consistent of choose the structures and vocabulary and both of the must be inappropriate.

B. Review of Related Findings

Related to this research, the researcher found some research had been done by other researcher, there are some researcher that are similar with this research:

The first research is written by Rahma Putra Ody.³⁵ In Rahmas research was conducted with experimental research. The research sample consists of all XI MIA and XI IPS students chosen by random sampling; the research uses a random sample of 21 students. The researcher tabulates the data derived from the students' responses and analyzes the results. he analysis of the data showed that students in the eleventh grade at SMA PGRI 11 Padang scored well (60%) in the good category. Result: the students' organization component in scale fair to poor (18,90%), the student's orientation scale fair to poor (12,95%), the student's events fair to poor (13,19%), the students twist scale fair to poor (14,33%) and student's mechanism in scale very poor (2%).

³⁵Rahma Putra Ody, "An Analysis of Students Ability in Writing Spoof Text at SMA PGRI 11 Padang of Academic Year2016/2017." (STKIP PGRI Sumatera Barat, 2017), <http://repo.stkip-pgri-sumbar.ac.id/id/emprint/2356/>.

The second thesis is written by Ovi Syafiqoh.³⁶ In ovis research was conducted a case study as a research design. In ovis, research was focused on the primary issues. There are two mains topic I this research: 1). How many different kinds of mistakes do the students make in their spoof text writing? 2). what is the most frequent mistakes that students make when writing spoof texts? The students had provided the researcher with their data. In order to support the students' writing, the researcher spoke with the English teacher at SMAN 5 Kota Serang. The goal of the interview was to learn about the students' difficulties with English writing. In order to collect the data, the students were asked to write a spoof text about a funny experience or moment. This study has participants: 33 eleventh-grade science students and an English teacher from SMAN 5 Kota serang participated in the study. Upon completing the data collection, ovi discovered the following: In terms of the number of error types, surface strategy Taxonomy had four major errors.

The third research was written by Tri Daya Kartika Simanjuntak.³⁷ kartikas research was conducted with experimental research with quantitative research and descriptive method. In this research, Kartika was explained after the data from the students' scores had been calculated and analyzed. It was determined that the students' scores were adequate. The result of the

³⁶Ovi Syafiqoh, "An Error Analysis on Students Spoof Text Writing (A Case Study at Eleventh Grade of SMAN 5 Kota Serang)" (The State Institute for Islamic Studies Sultan Maulana Hasanuddin Banten, 2017), <http://repository.uinbanten.ac.id/349/>.

³⁷Tri Daya Kartika Simanjuntak, "The Students' Ability in Writing Spoof Text at Grade XI SMK Negeri 1 Sibolga" (Institute for Islamic Studies Padangsidimpuan, 2020), <http://etd.iain-padangsidimpuan.ac.id/6081/1/1420300145.pdf>.

calculation was a mean score of (55.70). From the score kartika was reasoning that the understudies' capacity at the 11th grade of SMK Negeri Sibolga was sufficient classification.

The forth thesis is written by Wulan Sari.³⁸ In wulans research showed that the result of the ability before being tested yielded a score between 27 and 75, with the highest score being 75. The mean value of the data was 48.8, and the research had a standard deviation of 14.63. So, wulan showed the result finding of research was fair. In the meantime, the eleventh-grade SMA 1 jekulo kudus students' abilities were tested using a conferencing method, and The results showed that 75 was the lowest score and 94 was the highest. Therefore, the data were calculated to have a mean of 84.6 and a standard deviation of 5.94, which are both considered to be satisfactory.

The fifth research is written by Muhammad Arifin and Marissa Azhari.³⁹ In their explanation, they talk about how students' writing skills improve with spoof text but still suffer because the text-writing strategy does not make students proficient with spoof text. In this study, classroom action research was utilized. The research was carried out at SMA Harapan Mekar JL. Marelan number 77. Based on the data from the first test, the researcher

³⁸Wulan Sari, "The Ability of Writing Spoof Text of the Eleventh Grade Students' of SMA 1 Jekulo Kudus in Academic Year 2011/2012 Taught by Using Conferencing Technique." (University of Muria Kudus, 2012), <https://www.onsearch.id/Author/Hom?author=SARI%2C+WULAN&TYPE=Author&widget=1&view=grid>.

³⁹Muhammad Arifin & Marissa Azhari, "Improving Students' Ability In Writing Spoof Text By Using Estafet Writing Strategy," *Journal of Communication in Scientific Inquiry* 4, no. 1 (2021):https://jsci.unimap.edu.my/images/article/VOLUMEJUNE2021/CSI_2021-028_Improving_Students'_Ability_in_Writing_Spoof_Text_by_Using_Estafet_Writing_Strategydocx.pdf.

found that 34.61 percent of students scored more than 75 points. Students scored more than 75 points on the second cycle test, or 73.03%. The researchers conclude of the research; it implies showing composing parody text by utilizing estafet composing methodology can further develop understudies composing expertise in parody text.

Based on the preceding research's fifth aspect, The researcher tries to find out how well the students can write spoof text. On the other hand, the fifth of the studies are similar to one another, but their methods, results, techniques, and goals are different. The various types of research, including experimental research, classroom action research, and other types of research using different methods. When writing spoof text, the various aspects, including the students' good and sufficient categories. So, based on the fifth related study, the researcher wants to know how is students ability in writing spoof text at the eleventh grade-students of SMA Negeri 1 Ulu Barumun Padang Lawas.

C. Hypothesis

For this research, the hypothesis of the students' ability in analyzing writing spoof text at grade XI SMA Negeri 1 Ulu Barumun Padang Lawas is enough categories.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was conducted at Senior Secondary School 1 Ulu Barumun Padang Lawas with complete location is at road Sibuhuan Matondang, Kecamatan Ulu Barumun, Kabupaten Padang Lawas. The research's subject or focus is the second-grade students at the state Senior High School 1 Ulu Barumun Padang Lawas. The research will begin in April 2021 until finish at SMA Negeri 1 Ulu Barumun Padang Lawas.

B. Kind and Method of the Research

In this research, the researcher Used descriptive method in quantitative research. The researcher will analysis the data by students answers of the test to get and to to find out students ability in writing spoof text. Quantitative research is the collections and analysis of numeral data to describe, explains, predict, or control phenomena of interest.⁴⁰ Descriptive method is the research that describes or explains ideas, object, experiences, situations by the real collect the data.

The researcher conclude that quantitative descriptive method is the research that use method to explains or to describes ideas, objects, situation or expericnces by use the test to get the ability or to get the accurate data from the sample of the reseach.

⁴⁰Peter W. Airasian Lorraine R. Gay, Geoffrey E. Mills, *Educational Research*, ed. Christie Robb, 10th ed. (New Jersey (United State of America): Library of Congress Cataloging-in-Publication Data, 2012), p.7, <https://yuli-elearning.com/mod/resource/view.php?id=677>.

C. Population

The population is the group of interest to the researcher, the group to which she or he would like the result of study to be generalizable. Generalizability is the extent to which the result of one study can be applied to other populations or situations.⁴¹ The populations as the sources of the data for this research are all of the XI grade students' of SMA Negeri 1 Ulu Barumun Padang Lawas. It consists of three classes. It can be seen in the following of the table below:

Table III
The Population of the XI grade SMA Negeri 1 Ulu Barumun
Padang Lawas

No.	Class	Number of Student
1	XI IPA-1	32 Students
2	XI IPA-2	30 Students
3	XI IPA 3	33 Students
Total		95 Students

D. Sample

Talk about sample for this research, the researcher will use purposive sampling as a technique sampling of the research. The purposive sampling is a purpose sampling; it means purpose sampling is one of the non-random sampling technique where determines the sampling by specific characteristic that suitable with the object of the study to except and to answer the research problems.

⁴¹L. R. Gay & Peter Airasian, *Educational Research : Competencies for Analysis and Application.*, ed. Kevin M. Davis, 6th ed. (United State of America: Prantice Hall, 2000), p.122.

In purposive sampling also referred to as judgment sampling, the researcher select as a sample based on his or her experience, or knowledge of the group to be sampled.⁴² So, based on the explanation above, the researcher will take one class to get the sample of the research. The sample of the research is the students of the XI IPA-1 with completely total 32 students.

The researcher will take the eleventh grade of IPA-1 as a sample of this research because the students in this class is category high point level and also in this class have the suitable criteria as sample of the research base on the private interview with the English teacher of SMA Negeri 1 Ulu Barumun Padang Lawas. So, the researcher investigates, this class that will choose becomes the sample of this research.

E. Instrument of Collecting the Data

A good research must have an instrument to collecting the data. The researcher must have an instrument to collecting the data to get the result of the research. Why instrument is important for the research because a good instrument can guarantee and ensure valid data collection. Instrument is the tool that researcher use in collecting the data. Suharsimi Arikunto said that instrument of collecting the data are tools that are selected and used by researcher in collecting activities so these activities become systematic and facilitated by them.⁴³ So, it can be said that instrument makes it easier for researcher to collecting the data. There are some instruments require that researcher use in this research:

⁴²Airasian, *Educational Research : Competencies for Analysis and Application*, p.138.

⁴³Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2013), p.101.

a. Test

Test is a method of measuring a person's ability knowledge or performance in a given domain.⁴⁴ A test is a tool or procedure used to find out or measure something in an atmosphere, with the methods and rules that have been determined.⁴⁵ In this research, the researcher will use a test for analyzing the students' ability at the eleventh grade of SMA Negeri 1 Ulu Barumun Padang Lawas. The instruction of the test, the researcher gives 60 minutes for excellent writing and students are free for take the title what are students want to write.

The researcher will use a test to students at the eleventh grade SMA Negeri Ulu Barumun Padang Lawas by using essay test. The question will be given to students. Then, students will answer the question base on the student's own ideas, own words and students will give to free for determine their answer base on students' knowledge or ability.

The researcher will apply an Indicator of writing test. For giving the score of students writing test, the researcher will give 100 score for very good categories. The test of writing spoof text that will be written is by choosing one title of the test, but for this test the students will free for take the tittle of test. In writing test to know the students' ability, the researcher will give value, the value of the test base on the generic structure of writing spoof text as follows: Orientation, Evants and Twist.

⁴⁴Brown, *Language Assessment: Principles and Classroom Practice*, p.3.

⁴⁵Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, ed. Restu Damayanti, 3rd ed. (Jakarta: Bumi Aksara, 2018), p.90.

Table IV
The Rubric Score of Writing Spoof Text

Indicator	Sub Indicator	Number of Items	Score
Students' are able to write spoof text base on the generic structure	Orientation	A Spoof Text	25
	Evants		45
	Twist		30
	Total	1 Text	100

The researcher only wants to analyze the students' ability in writing spoof text that will be collect in three criterias base on the generic structure of spoof text orintatition, events and twist. From the indicator can be seen that each every indicator of writing spoof text are different score. From the criteria's, the researcher thinks that students at the Eleventh grade SMA Negeri 1 Ulu Barumun Padang Lawas study about structure and grammar that include in the generic structure of spoof text. So, the different criteria of scoring writing spoof text base on the generic structure as follows:

a) Orientation

For scoring the writing test, the researcher will give 25 score for very good of writing spoof text in generic structure orientation, because orientation explain or introducing the doer of story.

b) Evants

For scoring writing test of spoof text in generic structure Evants, the researcher will give 45 score for very good of writing test. Evant is the highest score as the generic structure of writing test, because evants tell the chronological order in story, why evants is the high score in test? Because evant is the highest level of difficulty.

c) Twist

For scoring twist as the generic structure of writing spoof spoof text, the researcher will give 30 score because twist is part of the funniest story.

b. The Schedule of the research

In this research, the researcher has some steps of schedule of the research, some steps of the research process are:

1. The first, the researcher will conduct the meeting with the headmaster of SMA Negeri 1 Ulu Barumun, and also with English teacher and students to tell the goal of the research.
2. The second, the researcher arrange the time for doing the test with the students of the eleventh grade IPA-1
3. The researcher makes validity of the test by checking it to the English lectures that teach writing subject.
4. The researcher takes the test to English lectures if data of the test is valid.

5. The fifth, the researcher will do an interview to the students of the eleventh grade IPA-1 after do the test.

The last, the researcher will collect and analyze the data from the eleventh grade IPA-1 SMA Negeri 1 Ulu Barumun Padang Lawas

F. Techniques of Collecting the Data

After preparing the schedule of the test, the researcher will give the test to the sample of the research that will try to find the result of the research. For this research, the researcher conduct that there are some steps to collect the data, they are:

1. The researcher makes preparation of the tests for students related to material. The test is about essay writing of spoof text material.
2. The researcher explains the instruction to the 32 students of SMA Negeri 1 Ulu Barumun Padang Lawas at the Eleventh grade. The instructions of the test are below:
 - a. The researcher gives the time to students for free take the title of the test.
 - b. The researcher gives a paper for every student to answer the test.
 - c. The researcher gives 60 minutes for excellent writing to complete answer of the test.
 - d. The researcher explains what students to do of test.
 - e. The students make into three paragraphs from essay spoof text.
 - f. After 60 minutes for do the test, the researcher will collect the essay of writing test after students fill it.

- g. The researcher will check the answer test of the students and gives the score to students.
 - h. After scoring, the researcher wants to make a small interview to students.
3. The researcher closes the meeting test for students.

G. Validity of the Test

Validity is the most important of consider in developing of a good test. According to Arikunto, validity chance showed the level of instrument something. There is validity of instrument.⁴⁶ In this research, the researcher will use content validity as validity of the research to establish or build the instrument of validity.

The test of the research before validity in writing spoof text was an essay writing test, and after validity test there was some modify of the spoof text writing section of the essay writing test for excellent students. The validity of the test is ensured by the English teacher at SMA Negeri 1 Ulu Barumun Padang Lawas. So, students are given an essay writing test by the researcher to see how well they could write fake text.

H. Technique of Data Analysis

After collecting the data from students' answer of the test, the researcher will analyze the result of the students' test. The analyze students result of the test with mean score, average score of students interprets in descriptive data explanation. The researcher will enter in frequency of table

⁴⁶Arikunto, *Manajemen Penelitian*.

with the formula after the researcher gets all the data. So the formula as follows:⁴⁷

Z-Test

$$Z = \frac{\frac{\chi}{\eta} - \rho}{\sqrt{\rho(1-\rho)/\eta}}$$

Description:

X: Data that includes hypothesis categories

N: All of data

P: Hypothesis proportion.

After calculate and scoring students' writing test then, students' score will be consult into the classification quality on the table below:

Table V
The Classification Quality of the Students' Score in Writing Test.

Percentage	Category
0% - 20%	Very Low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	High
81% - 100%	Very High ⁴⁸

So, from the table above, the researcher concludes after find the mean score all of the students writing test, it is consult to the criteria as follows:

- a. If the value of students means score is 81% - 100%, it is categorized into Very High.

⁴⁷Ahmad Nizar Ranguti, *Statistik Penelitian Pendidikan* (Medan: Perdana Mulya Sarana, 2014), p.80.

⁴⁸Riduan, *Belajar Mudah Penelitian Untuk Guru-Karyawan Dan Peneliti Pemula* (Bandung: Alfabeta, 2005), p.89.

- b. If the value of students means score is 61% - 80%, it is categorized into good.
- c. If the value of students means score 41% - 60%, it is categorized into enough.
- d. If the value of students means score 21% - 40%, it is categorized into weak.
- e. If the value of students means score 0% - 20%, it is categorized into very weak.

CHAPTER IV

RESULT OF RESERAH

For this chapter, the researcher presented the result of research, in order to know the students' ability of the eleventh grade in SMA Negeri 1 Ulu Barumun Padang Lawas by writing Spoof text. The researcher has finished to callculate the result of data by using spoof text and also the reseacher has continued to the testing of hypothesis. The quantitative method as a method of research used quantitative description analysis was use mean score to get students' point whole result as general of the research. For tested the hypothesis, the researcher used the formula of Z-test to calculate the data.

A. The Description of Data

1. The Students' Ability in Writing Spoof Text at the Eleventh Grade of SMA Negeri 1 Ulu Barumun Padang Lawas.

Based on the research, the data of the research were taken from the students essay writing test by the students of SMA Negeri 1 Ulu Barumun Padang Lawas. The students of the eleventh grade were requered to compase or to answer the test of essay writing test regarding the spoof text. The researcher provided the students writing test and students were free for take the title of writing spoof text to detremine the students writing ability by writing spoof text. The students were allowed the answer by free for take the tittle of essay writing spoof text to complete the students writing ability. After collecting the data, the researcher was collect the results test by the students at the eleventh grade SMA Negeri 1

Ulu Barumun Padang Lawas, the researcher came to concluded the result of the students scores from 50 to 85. To make it better for this research, the researcher summerized to findings the essay writing spoof text by the students of SMA Negeri 1 Ulu Barumun Padang Lawas.

The students who recieved a score of 50 were ASH, AN, ADD, DSD, HN, and WP. The students that receieved a score of 55 were EJD, IN, and SN. In other score the students AG, HMR, PH, and RRN were among the forth of students get received the score of 60. Other students, IMS and NAH recieved the score of 65. The students that recieved score of 70 were ESH, INS, JAH, NAT and SUN. The students recieved the score of 75 were AH, LI and SP. HSH and ZS were the two students who recieved the score, both of them recieved the score of 80 of essay writing test. The last of score, but not the least, the students were ARN, SLN and YSH recieved a score 85 points of essay writing test above. From 32 students as sampling of the research, 4 students did not participants. Four of the students did not come for the test, 2 students were sick and 2 students were absent. So, from 32 students as participants of the test, the researcher only took 28 students that during the test of the research.

The researcher explained to know the extent of the students' ability in writing spoof text at grade XI SMA Negeri 1 Ulu Barumun Padang Lawas, the researcher used a test as instrument of collecting the data, it was essay writing spoof text. The researcher asked the students to write the spoof text based on the question of test that researcher made. The

researcher found so many stories of funny story about spoof text, then the instrument of the test has given to the students at the eleventh grade SMA Negeri 1 Ulu Barumun Padang Lawas.

So, the researcher had count the students total scores of the eleventh grade SMA Negeri 1 Ulu Barumun Padang Lawas in writing spoof text is 1.835. It can be seen from the table, from 32 students as participant of the test, there were students got 85 as the higher score of the test and there were students got 50 as the lowest score of writing spoof text.

The researcher described the result of the test by using essay writing test, the result of all the students at the eleventh grade in IPA-1 of SMA Negeri 1 Ulu Barumun Padang Lawas who took the test of writing test when the researcher completed the result of the test by using the data above. The appendix two contains the result of writing test that students completed.

From result of writing test, the data were utilized by the researcher to determine the students capacity or students ability in writing spoof text at the eleventh grade level of SMA Negeri 1 Ulu Barumun Padang Lawas. For this research, the researcher using Ztest to determine the score of students writing test. After utilizing Ztest of students writing test, the score of the test according to the criterion score interpretation may be shown in the table V on page 34 of chapter III.

After obtaining the score of the students test, the data of the test were computed by using the statistical count. The researcher stated that the outcome from the test, which can be viewed in Appendix II, as having been done and obtained after doing the computed data utilizing the statistical count. The following was a summary of the computation result. The highest score was 85 and the lowest score was 50, the range was 35, the mean score was 65.35, the median score was 64.5 and modus was 60, Appendix III contains the computed data of the result in order to make it cleaner.

Following the completion of the data calculations utilizing statistic count, the researcher summarized the findings of the result. the researcher was findings the higher score for variable capacity to write essay writing test of spoof text at the eleventh grade of SMA Negeri 1 Ulu Barumun was 85, and the lowest score was 50, the modus score was 50, the mean score was 65.54, BK score was 5.752, and the median score was 65, based on 28 students. Appendix VIII Shows the computation based on the students data above.

According to the variable calculation score, the students in capacity to write spoof text at the eleventh grade SMA Negeri 1 Ulu Barumun is 65.35. According to creation of interpretation score in table IV, the percentages and the criteria were used to determine the students' abilities in writing spoof text at the eleventh grade SMA Negeri 1 Ulu Barumun. The mean score was 65.35 based on the description between creation

interpretation and the outcome obtained by applying statistic count. The result can be inferred that students capacity in writing spoof text at SMA Negeri 1 Ulu Barumun Padang Lawas in XI grade was high. The researcher decided that the application in writing was sufficient, as the evidenced by the table interpretation mean score on page 36 of chapter III and Table VIII in Appendix VIII.

Table VI
The Students' statistic in Writing Spoof Text at Grade XI SMA
Negeri 1 Ulu Barumun Had been gotten in the table below:

No.	The Statistic	Variable
1.	High Score	85
2.	Low Score	50
3.	Sum	1.385
4.	Range	35
5.	Mean Score	65.35
6.	Median	64,5
7.	BK	5,752
8.	Modus	60

Based on the table 7, the mean score was 65,35. It means the students ability in writing spoof text was enough category. To know relivation of data done to group of variable score of students writing spoof text, the interval is 6. Then, the computed frequency distribution of the students' score of group can be applied in to table frequency distribution as follows:

Table VII
The Frequency Distributions' of Students Ability in Writing
Spoof Text

No.	Interval	Middle Point	Frequency Absolute	Frequency Relative
1.	50 – 56	52,5	9	32,14%
2.	57 – 61	58,5	4	14,28%
3.	62 – 67	64,5	2	7,14%
4.	68 – 73	70,5	5	17,86%
5.	74 – 79	76,5	3	10,72%
6.	80 – 85	82,5	5	17,86%
	i : 6		28	100%

From statistic data, the researcher have learned how the interval class, frequency, absolute and also the frequency relative results were generated. The variable revealed to the students ability in writing spoof text at SMA Negeri 1 Ulu Barumon that the respondent at 50-55 was 9 students (32,14%), the interval of students from 56-61 was 4 (14,28%), the interval 62-67 was 2 (7,14%), the interval from 68-73 was 5 (17,86%), the interval from 74-79 was 3 (10,72%) and the last interval from 80-85 was 5 (17,86%). So, it can be seen, the purpose of the interval was represent the number of students who recieved the percentage score. It was so necessary to obtain the frequency, which was then utilized to depict the data using histogram. From Appendix IX has the class interval calculations as well as frequency absolute and relative frequencies and also the Appendix X contains the histogram of the result.

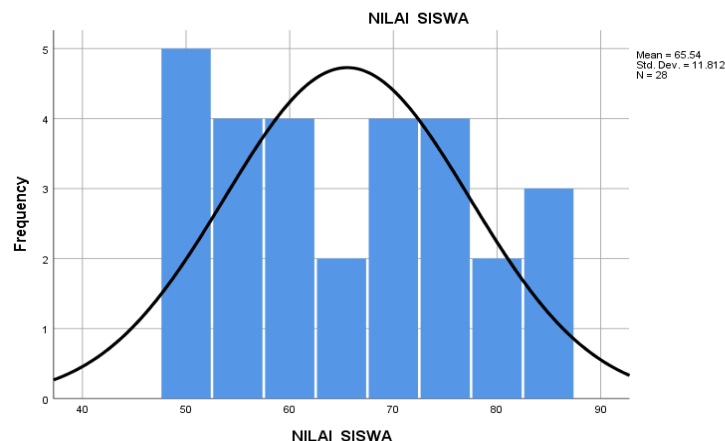


Figure 1

The Histogram of Students' Ability in Writing Spoof Text at Grade XI SMA Negeri 1 Ulu Barumun Padang Lawas

2. The Difficulties of the Students' in Writing Spoof Text at Grade XI of SMA Negeri 1 Ulu Barumun Padang Lawas.

Based on the result of research, the researcher was interview with students of the result research test. The students' given statements about their difficulties in learning English, especially in writing spoof text. So, the result of research can be seen below:

1. General difficulties

a. The student's difficulties in internal factor

Based on the result interview with the students of the eleventh grade IPA-1 of SMA Negeri 1 Ulu Barumun Padang Lawas, the students had difficulties in reinforcements, hardness and also low motivation to write. It was known that there were students' who said that he or she was lazy in writing sentences, paragraph and also in writing text.

The researcher asked the students after students finish the test. From the 32 students as a sampling of the test, 4 of students did not enter in class. From the four students, 2 students were absent and 2 students were sick. So, the researcher only took 28 students for sampling of test. The researcher gave interview after test to the students who got the low score.

From 28 students that got a test, the researcher counts of the result test. There are 6 students got the low score and 3 students got the highest score. So, the researcher only gives an interview to students who got the low score.

Based on the result interview with the students got low score, students still difficulties in writing text, especially in writing spoof text. Ali Syofyan said that he still find the difficulties in writing text.⁴⁹ He said that he low in grammar. He said that if he wants to write a text he must write in Indonesian language first. After wrote the text in Indonesian language, he changed it into English, but he did not understand the rules of structure of text. He did not for writing spoof text that must use simple past tense. When he wrote the spoof text, he wrote the text almost with present tense. Another problem of him, he wrote the text almost with common words. So, the researcher concluded that he still low or so minim in vocabulary.

⁴⁹Ali Syofyan Hasibuan, "The Result Interview with Students of the XI Grade SMA Negeri 1 Ulu Barumun" (2022).

When researcher asked Alawiyah.⁵⁰ “Did you find the difficulties in writing spoof text?”, Alawiyah said yes that she has the difficulties in writing text. She did not understand about sentence correctly and still low in remember English words, it means she still low in mechanic of writing and low in vocabulary. She said that she difficult in concrete words to another words, she did not understand how to write a good sentence in writing text. She said that she difficult to remember English words and she did not understand how to improve the English word to the English text. If she remembered the words, she did not know how to write the English words correctly.

When researcher asked to Azis dahlan.⁵¹ He said that he find the difficulties in writing spoof text. He did not understand about structure grammar for writing spoof text. He said that he wrote the spoof text with simple present tense. He thinks that spoof text used simple present. He also said that he felt difficulties how to write sentences because he said that he poor in English words. He did not know what words suitable with the text and he thinks spoof text one of the difficulties texts.

⁵⁰Alawiyah Nasution, “The Result Interview with Students of the XI Grade SMA Negeri 1 Ulu Barumun” (2022).

⁵¹Azis Dahlan Daulay, “The Result Interview with Students of the XI Grade SMA Negeri 1 Ulu Barumun” (2022).

When researcher asked Dewi Saputri about the result test.⁵²

She said that she also same with dahlan and syofyan that she found the difficulties in writing spoof text was the language feature. She found that she felt difficulties in using simple past tense with using action verb. She thinks that spoof text same with descriptive text. She said descriptive text using present tense and also describes person or certain things, but in fact, she did not know that spoof text using simple past tense.

Based on Henra Nasution answer of the interview.⁵³ He said that he felt difficulties in grammar and vocabulary also. When he wrote the spoof text. He did not understand the grammatical rules; he felt that simple past tense did not use to write spoof text. He also said that he wrote the text, he said that he did not have many vocabularies and he said the students more often use dictionary if the English teacher asked them to translate because they did not know the meaning of the words.

Based on the interview with Wahdana Parapat.⁵⁴ She said that she also felt the same difficulties in writing spoof text. She said that they were seldom to do writing activity at class moreover at home. She said that she found the difficulties in

⁵²Dewi Saputri Daulay, "The Result Interview with Students of the XI Grade SMA Negeri 1 Ulu Barumun" Matondang Padang Lawas (March 24th 2022).

⁵³Henra Nasution, "The Result Interview with Students of the XI Grade SMA Negeri 1 Ulu Barumun" (2022).

⁵⁴Wahdana Parapat, "The Result Interview with Students of the XI Grade SMA Negeri 1 Ulu Barumun" Matondang Padang Lawas (March 24th 2022).

writing spoof text and she thinks that vocabulary was the important in writing text. She said that she still poor have words of vocabulary. When she wrote the text, she made the Indonesian version and changes it to English. So, she told herself that the vocabulary more powerful for increasing words to be a text.

So, from the sixth students of the low score interview, all of the sixth students felt that they had the same mistakes, the sixth students still did not understand the grammatical rules of writing spoof text. They were also felt that they were low and minim or poor in vocabularies. They were difficult to remember words. If they remembered the words, they did not know how to wrote the words correctly.

2. Specific difficulties

Based on the result interview of the students about the difficulties that was faced by the students' in writing text, especially in writing spoof text. The researcher got the result below:

- a. The students' difficulties in structure and grammar using simple past tense.
- b. The students' difficulties in using verbs for writing past tense pattern in writing sentences and text.
- c. The students' also difficulties in using nominal sentence in using simple past tense in writing sentences or text.

- d. The students' difficulties to write sentences or text because students still poor in vocabulary.
- e. The students' difficulties to write spoof text because students did not understand the generic structure of spoof text. The students' can not implementation their own ideas in generic structure of writing spoof text. So, the researcher concluded that students still confused in writing spoof text, here were the students confused:
 - 1. Students did not understand to write the introduction or orientation of writing spoof text, some of the students has an idea to write, but in fact did not understand to apply the idea.
 - 2. Students did not understand to make the problem or to build the events of the story. The idea was constructing to events but in other events was not suitable to the orientation.
 - 3. Students did not understand how to finish the spoof text story. Even students were finish in orientation and events, so many students confused to make the ending of the story, to make it better in completely writing spoof text must be with funny ending, in twist of spoof text must be funny ending. The researcher realized that twist was very important to decided that is spoof text category on not.

B. Hypothesis Testing

This research study hypothesis “Analysis on Students abilities composing Spoof text at XI grade in SMA Negeri 1 Ulu Barumun” it would be based on the data gathered and also evaluated to prove the hypotheis using to the Z-Test method. So, the researcher calculation is elaborated below:

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

$$Z = \frac{\frac{\frac{13}{28} - 0,60}{\sqrt{\frac{0,60(1-0,60)}{28}}}}{28}$$

$$Z = \frac{0,46 - 0,60}{\sqrt{\frac{0,24}{28}}}$$

$$Z = \frac{-0,14}{\sqrt{0,0085}}$$

$$Z = \frac{-0,25}{0,0995}$$

$$Z = 2,217$$

Calculation Z-table

$$Z (1/2-\alpha) = Z_{table}$$

$$\alpha = 0,05$$

$$Z = (1/2 - 0,05)$$

$$Z_{table} = Z_{0,45}$$

$$= 1,64$$

$$Z_{count} = 2,217 > Z_{table} = 1,64$$

From the Z score above, with threshold the significance 0,05, the researcher determined that $Z_{count} = 2,217$ was more than $Z_{table} = 1,64$.

So, the hypothesis was accepted. So, the students' ability in writing spoof text at the eleventh grade SMA Negeri 1 Ulu Barumun Padang Lawas was sufficient. Based on to the table V, the researcher concluded the students' categorization quality score of the students' ability in writing spoof text at grade XI SMA Negeri 1 Ulu Barumun Padang Lawas was enough category.

C. Discussion of the Research

After the researcher analyzing the data of the research, the researcher was known that the students' ability in writing spoof text at grade XI SMA Negeri 1 Ulu Barumun Padang Lawas was categorized into enough categories or the score was 54,35. It was gotten from the result of the research by students' mean score in doing the essay writing text by students writing spoof text. According to this research, the research category was same by another researcher with the research that had been done:

The first a script of the research was written by Rahma.⁵⁵ He showed that this research explain with five component to finish the research. The fives component was organization and from three generic structure were orientation, events and twist, but the last component that he took was mechanism. From fives component, he believes that students can write spoof text be good with component writing ability. After the research, he found from all the component, in organization component still for scale to poor was 18,90%. In orientation also scale fair to poof was 12,95%. Events

⁵⁵Rahma Putra Ody, "An Analysis of Students Ability in Writing Spoof Text at SMA PGRI 11 Padang of Academic Year2016/2017."

still in scale fair to poor were 13.19% and twist also in fair to poor was 14.33%. The last component, mechanism in scale very poor was 2%. So, he concluded from the data of the students' ability in writing spoof text was good in 60%.

The second a script research written by wulan.⁵⁶ In her research the result of the research showed that the ability in writing spoof text at the eleventh grade students at SMA Negeri 1 Jekulo Kudus in academic year 2011/2012 before being taught by using conferring technique has found the highest score was 75 and also the lowest score was 27. From the calculation data of the research above, she found that the mean score was 48,8, the standard deviation was 14,63. So, she can be said that the result of the research was fair. Meanwhile, from the result test of the ability in writing spoof text at the eleventh grade students at SMA Negeri 1 Jekulo Kudus before being taught by using conferring technique has found the highest score of the research was 94 and the lowest score of the research was 75. From the calculation of the result data, the mean score was 84,6 and the standard deviation was 5,95. So, it was categorized as good category.

The third written by Fitriana,⁵⁷ in her research talked about the students' problem in writing spoof text at the eleventh grade SMK 4 Bandar Lampung. She showed that the result of were ten kinds of punctuation problem that happened to the students at the eleventh grade was 51.9% of

⁵⁶Wulan Sari, "The Ability of Writing Spoof Text of the Eleventh Grade Students' of SMA 1 Jekulo Kudus in Academic Year 2011/2012 Taught by Using Conferencing Technique."

⁵⁷Fitriana Yuni, "An Analysis on Students' Problem in Writing Spoof Text at the Eleventh Grade SMK N 4 Bandar LAMPUNG" (Uin Raden Intan Lampung, 2021), <http://repository.radenintan.ac.id/13613/>.

student's problem in capital letter, the other problem was 16.5% of students' problem in full stop, another students was 12.3% of students' problem in comma, and 2.6% students' problem in question mark, other point was 0.9% of students' problem in exclamation mark, result 0.7% of students' problem in colon. Nobody, 0% of students' problem in parenthesis, 1.9% of students' problem in apostrophe, 12.4% of students' problem in quotation mark, and the last, 0.8% of students' problem in semi colon. She concluded the dominant problems of students writing spoof text at the eleventh grade SMK Negeri 4 Bandar Lampung happened to the students was writing capital letter problem.

The fourth a script of the research by Harianti⁵⁸ tells that the students' error analysis in writing spoof text at grade XI SMA Negeri 1 Batahan. She found that the students' error in writing spoof text was classified into tabular for and calculated in percentage of each error categories. She concluded that 99,98% the total of error made by the students. Harianti classified the error made by the students' in to four categories: omission, addition, misformation and misordering. She has done to find the error of students based on the forth categories. She made from the most common errors were error in misformation category was 58,20% errors, then omission was 20,89% errors, then addition 11,94 errors and the last finally the smallest error was in misordering category was 8,95% errors.

⁵⁸Sisi Harianti, "Error Analysis on Students Writing Spoof Text at Grade XI SMA N Batahan." (IAIN Padangsidimpuan, 2021). <http://etd.iain-padangsidimpuan.ac.id/7012/1/1620300021.pdf>

The fifth a script research by supiati.⁵⁹ The use of spoof text in teaching reading toward at the second grade students' of SMA Negeri 1 Tinggimoncong Kab Gowa. In his result of the research, the data were collected through pre-test and post-test because this research conducts with quasi-experimental design. She found the mean score of posttest was 47.25 in experimental class was higher than the mean score of posttest was 42.5 in controlled class. The standard deviation of posttest was 9.93 in experimental class was higher than the standard deviation of posttest in controlled class was 6.58. But in different way, for the t-test, the he found the value of the test was 1.78 was lower that t-table was 2.042 at the level of significance (α) = 0.05 with the degree of freedom (df) = $(N_1 + N_2) - 2 = (20 + 20) - 2 = 38$.

In addition, there are so many certain research criteria and so many certain writing assessment criteria. For beginning of writing, students must have to understand of structure and grammar. Next, students have considerably larger vocabulary. After that, students have to know the form and mechanic of writing sentence, paragraph and also text. In other addition, students must have to build ideas for the best experiences of writing. The last, students must comprehend and understanding of the generic structure of writing a text. So, based on the result research of the test that has given to the students of writing spoof text at grade XI SMA Negeri 1 Ulu Barumun Padang Lawas, there were lacks of understanding in addition of writing and still poor of knowledge specifically in writing a text. The researcher

⁵⁹Supiati, "The Use of Spoof Text in Teaching Reading Tward the Second Grade Os SMA Negeri 1 TinggiMoncong Kab Gowa" (Uin Alauddin Makassar, 2017). <https://repository.uin-alauddin.ac.id/11650/>

concluded, the result of students at the eleventh grade SMA Negeri 1 Ulu Barumun Padang Lawas have difficulty in English, especially writing subject, specifically in writing spoof text material.

Based on the conclusion and calculation above, the researcher determined that the students' ability in writing spoof text at grade XI SMA Negeri 1 Ulu Barumun Padang Lawas was enough categories. The reason of category, the result of research calculation of the students' skill in writing spoof text was 53 percent based on the result calculation of presentation. The researcher concluded that the students had sufficiency ability in writing spoof text. The researcher also concluded the outcome was in the good category.

D. Treat of the research

The researcher believed and considered that there were several treats of research to the researcher in this study. It concretes began with the title of the research, kinds of research and ended the method of data analysis. The researcher realized that this thesis still a lot of efficiency, so far from the ideal thesis, the investigation and realization of this thesis was still far for complete and can be said this thesis far from the perfect thesis.

In doing the test, there were a treat of tie for the test; already know that the students' have not yet for preparing to get the test. And in a moment, students did the test after match subject, students still confused in their mind to answer the test. The result of the test obtained may be less reliable as a result of the test. There were not active to answer, cheating, prejudice,

psychological support in activities such as testing, and the time of the test was limited due to the state of pupil's test who may not be too serious in responding any questions from the essay writing test. It concluded, the students did not do test seriously.

The researcher was afraid that this research poses, but the researcher believes with writer hard work, this research may be entirely resolved. For the result, the researcher anticipates from friends and readers to complete this research. The researcher was aware all things would want to searched, but to get the extremely excellent result were more difficult become there were treat of the researcher, the researcher got helping from the advisors, headmaster and the English teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the researcher analyzing the result of the research and statistic data calculation, researcher was known the students' ability to compose spoof texts at SMA Negeri 1 Ulu Barumun Padang Lawas, as well as the following conclusion:

1. The eleventh grade SMA Negeri 1 Ulu Barumun Padang Lawas, students' ability to write spoof text was low into good category. This is the case, based on the data and the students' percentage of the mean score. The mean score of the students was 65,35. The ability of XI SMA Negeri 1 Ulu Barumun Padang Lawas students to write spoof text was enough categories.
2. The students' difficulties in writing spoof text at the eleventh grade SMA Negeri 1 Ulu Barumun Padang Lawas were students had trouble structuring their grammar while writing spoof text in the simple past tense. The students' difficulties to write sentences, paragraph or text because the students still low and poor vocabulary also seldom to write a text. The students' difficulties writing spoof text stemmed from their lack of clear understanding of the spoof text's generic structure.

For this research, the hypothesis was accepted for the research hypothesis testing of students' ability to write spoof text at grade XI SMA

Negeri 1 Ulu Barumun Padang Lawas. So, it can be demonstrating from Z-count = 2,217 > Z-table = 1,64.

B. Suggestion

After the researcher was finishing the research, the conclusion that the researcher draws from the data. Here, the researcher wishes to offer the recommendation that benefited from the earlier research:

1. For the headmaster of SMA Negeri 1 Ulu Barumun Padang Lawas should always offer suggestions, evaluations, and encouragement to the English teacher in order to improve their ability to teach English.
2. English teacher at SMA Negeri 1 Ulu Barumun Padang Lawas should always provide all of the students with motivation and the inner feelings of the English teacher must be used to improve students' writing abilities, particularly when it comes to writing spoof texts, and to teach English. So, for English teacher always and must effort and makes the improvisation to attract students in understanding of process English learning. Finally, the English teacher must have planning for students that teacher should give more exercise, task and more explanation of writing subject especially in writing test which is spoof text to the students at SMA Negeri 1 Ulu Barumun Padang Lawas who received low scores of writing text. It aids students in developing their own writing-related concepts.

3. For the students, students have to understand of writing text exactly, Students will be able to figure out how to connect how to write spoof text very well if students' are familiar with the generic structure of spoof text.
4. For the person who reads this research or other researcher, this research is extremely benefited for a reader who wants to more improve reader knowledge in writing spoof text and this research benefit and assist other researchers working on the same subject.

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Appendix I

“The Private Interview with English Teacher”

No.	Question
1.	What are the students' problems in writing spoof text at grade XI...?

Matondang, 27 April 2021
Researcher

Pahwin Al-farizi Pulungan
Nim.17 203 00074

Appendix II

The Students' Name at Grade XI IPA-1 of SMA Negeri 1 Ulu Barumun

Padang Lawas

No.	Name of Students'	Gender	Students' Initial
1.	Aldi Gulo	Male	AG
2.	Ali Syofyan Hasibuan	Male	ASH
3.	Alwiyah Nasution	Female	AN
4.	Arman Nasution	Male	ARN
5.	Asrina Harahap	Female	AH
6.	Azis Dahlan Daulay	Male	ADD
7.	Dewi Saputri Daulay	Female	DSD
8.	Ermila Sari Harahap	Female	ESH
9.	Esli Julaidar Daulay	Female	EJD
10.	Hendra Nasution	Male	HN
11.	Hotrin Martua Raja Guk guk	Male	HMR
12.	Husna Sari Hasibuan	Female	HSH
13.	Ilma Wadda Nasution	Female	IWN
14.	Indah Maya Sari Daulay	Female	IMS
15.	Intan Namora Siregar	Female	INS
16.	Isnan Nasution	Male	IN
17.	Juli Adriansah Hasibuan	Female	JAH
18.	Lobe Ismail	Male	LI
19.	Marni Sari Daulay	Female	MSD
20.	Nur Amelia Hasibuan	Female	NAH
21.	Nur Atipa Hasibuan	Female	NAT
22.	Parhan Habibi	Male	PH
23.	Rohima Resmi Nasution	Female	RRN

24.	Sakinah Pulungan	Female	SP
25.	Saktion Nasution	Male	SN
26.	Salsabila Putri	Female	SLN
27.	Sandi Nasution	Male	SNN
28.	Sumaliarti Nasution	Female	SUN
29.	Wahdana Parapat	Female	WP
30.	Yunita Saprianai Hasibuan	Female	YSH
31.	Zahra Hasibuan	Female	ZH
32.	Zulfahri Siregar.	Male	ZS

Appendix III

The List of Test

A. Instruction:

1. The researcher will give a paper of test.
2. Read the question of the test carefully.
3. Answer the question of the test by your own ability.
4. Your answer of the test will not influence position in this school.
5. If you have question, please ask to the researcher.
6. You have 60 minutes completely to finish this test.

B. Question.

Name :

Class :

1. Write down the Spoof text and free for take the title.
2. This test should be consisting to generic structure of spoof text, namely: Orientation, Events and Twist.

Name:

Class:

1. Write down the Spoof text and free for take the title.
2. This test should be consisting to generic structure of spoof text, namely: Orientation, Events and Twist.

.....

Orientation

.....
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Events

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.....
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Twist

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.....
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Validator

Enni KusumaTambunan, S. Pd.

Appendix IV

The Ability of Students' Test In Writing Spoof Text

Name :

Class :

1. Write down a funny story of spoof text and free for take the title, Make in to 3 Paragraphs.
2. This test should be consisting to the generic structure of spoof text.

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Orientation

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Events

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.....
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Twist

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.....
.....

Validator

Enni Kusuma Tambunan, S.Pd

Appendix V

SURAT VALIDASI

Dengan ini menerangkan bahwa saya yang bertanda tangan di bawah ini:

Nama : Enni Kusuma Tambunan, S.Pd
Profesi : Guru Bahasa Inggris di SMA Negeri 1 Ulu Barumun

Telah memberikan pengamatan dan masukan terhadap bentuk **Test** yang akan di berikan kepada siswa-siswi SMA Negeri 1 Ulu Barumun untuk kelengkapan penelitian yang berjudul:

“An Analysis Students’ Ability in Writing Spoof Text at grade XI SMA Negeri 1 Ulu Barumun”

Yang di susun oleh:

Nama : Pahwin Al-farizi Pulungan
Nim : 17 203 00074
Jurusan : Tadris Bahasa Inggris (TBI-2)
Fakultas : Tarbiyah dan Ilmu Keguruan (FTIK)

Adapun masukan yang telah di berikan terhadap si peneliti adalah:

- 1.
- 2.

Dengan harapan, masukan serta penilaian yang di berikan kepada peneliti dapat di gunakan, serta dapat menyelesaikan dan menuntaskan penelitiannya dan juga dapat menyempurnakan instrument tes yang baik untuk penelitiannya.

Matondang, 13 Desember 2021
Validator

Enni Kusuma Tambunan, S.Pd.

Appendix VI

The Students' Total Score in Writing Spooof Text.

No.	Students' Initial Name	Orientation	Events	Twist	Total Score
(1)	(2)	(3)	(4)	(5)	(6)
1.	AG	20	25	15	60
2.	ASH	15	25	10	50
3.	AN	20	20	10	50
4.	ARN	25	40	30	85
5.	AH	20	35	20	75
6.	ADD	20	20	10	50
7.	DSD	25	20	5	50
8.	ESH	25	30	20	75
9.	EJD	15	30	10	55
10.	HN	15	30	10	50
11.	HMR	25	25	10	60
12.	HSH	25	35	20	80
13.	IWN	-	-	-	-
14.	IMS	20	35	10	65
15.	INS	20	30	20	70
16.	IN	20	25	10	55
17.	JAH	20	30	20	70

18.	LI	25	30	20	75
19.	MSD	-	-	-	-
20.	NAH	15	35	15	65
21.	NAT	20	30	20	70
22.	PH	20	25	15	60
23.	RRN	20	30	10	60
24.	SP	20	35	20	75
25.	SN	20	20	15	55
26.	SLN	25	40	20	85
27.	SNN	-	-	-	-
28.	SUN	20	35	15	70
29.	WP	15	20	15	50
30.	YSH	25	40	20	85
31.	ZH	-	-	-	-
32.	ZS	25	40	15	80
	Total	1.835			

The Students Quality Score in Writing Spoof Text.

No.	Students' Initial Name	Total Score	Quality Score
(1)	(2)	(3)	(4)
1.	AG	60	Enough

2.	ASH	50	Enough
3.	AN	50	Enough
4.	ARN	85	Very High
5.	AH	75	High
6.	ADD	50	Enough
7.	DSD	50	Enough
8.	ESH	75	High
9.	EJD	55	Enough
10.	HN	50	Enough
11.	HMR	60	Enough
12.	HSH	80	High
13.	IWN	-	-
14.	IMS	65	High
15.	INS	70	High
16.	IN	55	Enough
17.	JAH	70	High
18.	LI	75	High
19.	MSD	-	-
20.	NAH	65	High
21.	NAT	70	High
22.	PH	60	High
23.	RRN	60	High

24.	SP	75	High
25.	SN	55	High
26.	SLN	85	Very High
27.	SNN	-	-
28.	SUN	70	High
29.	WP	50	Enough
30.	YSH	85	Very High
31.	ZH	-	-
32.	ZS	80	Very High

Appendix VII

1. The maximal and minimal score of the students' writing spoof text were gotten by setting of the students' variable score from low score up to high score.

50	50	50	50	50	50	55
55	55	60	60	60	60	65
65	70	70	70	70	70	75
75	75	80	80	85	85	85

2. High score : 85
3. Low Score : 50
4. Range : high score – low score

$$: 85 - 50$$

$$: 35$$

5. The total of classes (BK) = $1 + 3,3 \log n$

$$= 1 + 3,3 \log (28)$$

$$= 1 + 3,3 (1,44)$$

$$= 1 + 4,752$$

$$= 5,752$$

$$6. \text{ Interval} = \frac{R}{BK} = \frac{35}{5,752} = 6,08 \approx 6$$

$$7. \text{ Mean Score : } X = \sum \frac{fixi}{f}$$

Interval	fi	Xi	Fixi
50 – 55	9	52,5	472,5
56 – 61	4	58,5	234

62 – 67	2	64,5	129
68 – 73	5	70,5	352,5
74 – 79	3	76,5	229,5
80 – 85	5	82,5	412,5
i: 6	$\sum fi = 28$		$\sum fixi = 1.830$

So, the mean score: $X = \frac{\sum fixi}{\sum fi} = \frac{1830}{28} = 65,35$

8. Median

Interval	Fi	Fk
50 – 55	9	9
56 – 61	4	13
62 – 67	2	15
68 – 73	5	20
74 – 79	3	23
80 – 85	5	28
	28	

$$= \frac{\sum f}{2} = \frac{28}{2} = 14$$

$$Me = b + \left(\frac{\frac{1}{2}n - fk}{f} \right) \cdot p$$

$$b = 0,5$$

$$b = 62 - 0,5 = 61,5$$

$$= 61,5 + \left(\frac{\frac{1}{2}28-13}{2} \right) \cdot 6$$

$$= 61,5 + \left(\frac{14-13}{2} \right) \cdot 6$$

$$= 61,5 + \left(\frac{1}{2} \right) \cdot 6$$

$$= 61,5 + 3$$

$$= 64,5$$

$$p = 6$$

$$fk = 13$$

$$f = 2$$

9. Modus

$$\text{Modus} = Mo$$

$$Mo = tb + \left(\frac{d1}{d1+d2} \right) \cdot p$$

$$= 61,5 + \left(\frac{-1}{-1+ -3} \right) \cdot 6$$

$$= 61,5 + \left(\frac{6}{-4} \right)$$

$$= 61,5 + (-1,5)$$

$$= 60$$

Appendix VIII

The Students' Statistic Count in Writing Spoof Text at Grade XI SMA Negeri 1 Ulu Barumun Padang Lawas Had been gotten in the table below:

No.	The Statistic	Variable
1.	High Score	85
2.	Low Score	50
3.	Sum	1.835
4	Range	35
5.	Mean Score	65.35
6.	Median	65
7.	BK	5,752
8.	Modus	60

“The frequency distribution of the students' ability in writing spoof text at grade XI SMA Negeri 1 Ulu Barumun Padang Lawas”

Interval	Frequency Absolute	Frequency Relative
50 – 55	9	32.14%
56 – 61	4	14,28%
62 – 67	2	7,14%
68 – 73	5	17,86%
74 – 79	3	10,72%
80 – 85	5	17,86%
i: 6	28	100%

$$\text{Frequency} = \frac{fi}{\sum_{i=1-k}^k fi} \times 100\%$$

$$\text{Interval 1} = \text{frequency} = \frac{9}{28} \times 100\% = 32,14\%$$

$$\text{Interval 2} = \text{frequency} = \frac{4}{28} \times 100\% = 14,28\%$$

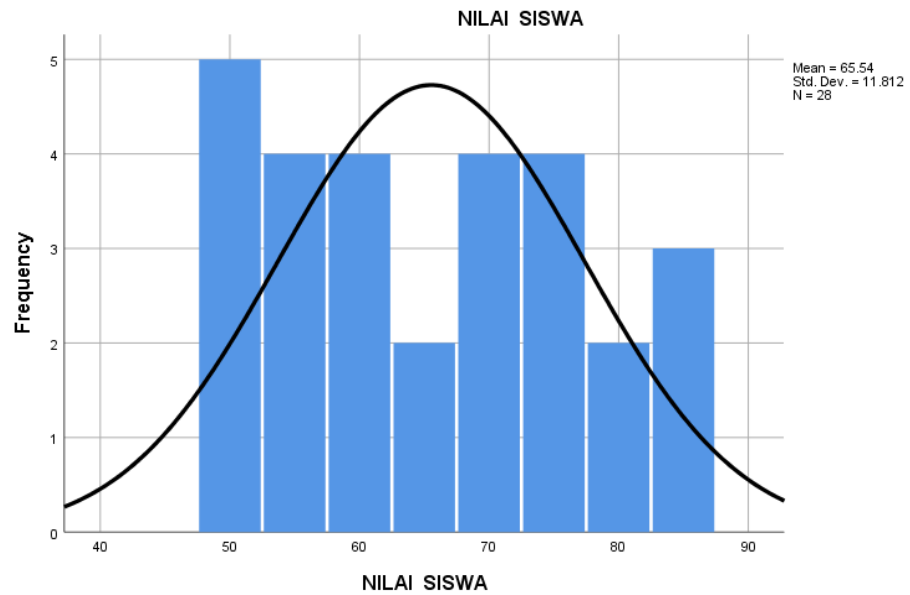
$$\text{Interval 3} = \text{frequency} = \frac{2}{28} \times 100\% = 7,14\%$$

$$\text{Interval 4} = \text{frequency} = \frac{5}{28} \times 100\% = 17,86\%$$

$$\text{Interval 5} = \text{frequency} = \frac{3}{28} \times 100\% = 10,72\%$$

$$\text{Interval 6} = \text{frequency} = \frac{5}{28} \times 100\% = 17,86\%$$

“The histogram of students’ ability in writing spoof text at XI grade in SMA Negeri 1 Ulu Barumun”



Appendix IX

List of Interview

A. The interview for students

1. Did you find the difficulties in writing spoof text?
2. What are the difficulties did you do in writing spoof text?

CURRICULUM VITAE



A. Identity

Name	: Pahwin Alfarizi Pulungan
Reg. Num	: 17 203 00074
Place/Date of Birthday	: Siolip/ 10 th September 1998
Gender	: Male
Religion	: Islam
Siblings	: 7 Siblings
Address	: Siolip, Kec. Barumun Baru Kab. Padang Lawas
E-mail	: pahwinalfariziplg@gmail.com

B. Parents

Father's Name	: Alm. Pardamean Pulungan
Mother's Name	: Dahlena Hasibuan

C. Educational Background

Elementary School	: SDN 100150 Siborong-borong Padang Lawas (2005 – 2011)
Junior High School	: Mts.S Al-Mukhlisin Sibuhuan (2011 – 2014)
Senior High School	: Madrasah Aliyah Negeri Sibuhuan (MAN Sibuhuan 2014 – 2017)
College/Institute	: Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary

DOCUMENTATIONS

The researcher open class and explain about the research



The researcher explains the test and the instruction of the test to all students





The researcher supervised students when answer the test



Asked the students about their result test



Interview with the English Teacher



Interview with the students who got the low score of the test





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telephone (0634) 22080 Faximile (0634) 24022

22 April 2021

Nomor : 42/In.14/E.6a/PP.00.9/04/2021
Lamp : -
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Rayendriani Fahmei Lubis, M. Ag (Pembimbing I)
2. Yusni Sinaga, M. Hum (Pembimbing II)

di -Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi 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 : Pahwin Al-farizi Pulungan
NIM : 17 203 00074
Fak/Prodi : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : An Analysis on Students' Ability in Writing Spoof Text at grade XI SMA N 1 Ulu Barumun Padang Lawas.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

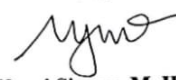

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

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BERSEDIA/TIDAK BERSEDIA
Pembimbing I


Rayendriani Fahmei Lubis, M. Ag
NIP. 19710510 200003 2 001

BERSEDIA/TIDAK BERSEDIA
Pembimbing II


Yusni Sinaga, M. Hum
NIP. 19700715 200501 2 010



**PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SMA NEGERI 1 ULU BARUMUN**

NPSN : 10261250 NSS : 301072309001
Alamat : Jl. Sibuhuan-Sosopan Km.6 Desa Matondang No. _ Telp. _
e-Mail : smansaulubarumun@yahoo.co.id



Kode Pos. 22763

Matondang, 31 Maret 2022

Nomor : 071/001/SMA-N.1/UB/2022
Lampiran : -
Hal : Izin Melaksanaan Penelitian

Kepada Yth.
Bapak/ Ibu Dekan
di-
Tempat

Dengan Hormat,

Sesuai dengan surat saudara Nomor : B – 66/In. 14/E/TL.00/03/2022 Hal Izin Penelitian Penyelesaian Skripsi terhadap saudara atas :

Nama : PAHWIN AL-FARIZI PULUNGAN
NIM : 1720300074
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Pendidikan

Pada dasarnya kami menerima/memberi izin Penelitian Penyelesaian Skripsi yang dimaksud.

Demikian kami sampaikan kami ucapkan terima kasih.

Kepala Sekolah
SMA Negeri 1 Ulu Barumun

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