A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS TO WRITE SPOOF TEXT AT SMAN 1 BAYANG UTARA KAB.PESISIR SELATAN

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Abstract

The purpose of this study was to analyze the students' ability of SMAN 1 Bayang Utara Kabupaten Pesisir Selatan in writing spoof text. The population of this research was the second year students of SMAN 1 Bayang Utara Kabupaten Pesisir Selatan. The number of population was 78 students. The researcher used cluster random sampling technique. The data were collected through writing test. To make the test reliable, the researcher used inter-rater method. The result of this study showed that in general the students' ability at SMAN 1 Bayang Utara Kabupaten Pesisir Selatan in writing a spoof text was moderate. It was proved by 19 students (63.34 %) had moderate ability. In detail, the students' ability in writing generic structure was moderate. It was proved by 22 students (73.33 %) had moderate ability. Students' ability in using language features was moderate. It was proved by 20 students (66.67 %) had moderate ability. Students' ability in using appropriate vocabulary was moderate. It was proved by 20 students (66.67 %) had moderate ability and students' ability in applying mechanics was moderate. It was proved by 22 students (73.33 %) had moderate ability. Based on findings that have already discussed previously, it could be concluded that the ability of second year students of SMAN 1 Bayang Utara was moderate.
Key words: Analyze, Writing, Spoof Text, Students' Ability

Introduction

Writing is one of the language skills that should be possessed by the students. By writing, the students can express their thoughts, ideas and feelings to the readers. It is a recording process to put a message into word (Bryne 1993:138). For this purposes, the students need to know how to write well and affectively.

In writing activity, the students are expected to be able to enrich their views about the topic they want to write as well as to improve their technique in the writing task. However, according to Bolding (1982:19) a great number of people agree to say that writing is a difficult task to do because of its complexity. Such assumption appears to be true because it really requires many efforts, much time, and great attention from the writer toward

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the topic as well as the writing process itself.

According to Valette (1976:217), writing in English may truly be considered as the most sophisticated among the four basic skills. This idea is supported by Qiyi (1993:30) who says that there are several difficulties that cause the students have problems to write English effectively. They are not able to transfer the oral language habit automatically into written language with the same level of correctness. Not only the structure used in written English differs from the one used in oral, but also there are difficulties in spelling, language style and formality, and the problems of selecting ideas, collecting facts on details, making outline and organizing supporting details.

According to Oshima and Hogue (1991:8), writing is a skill that people perform in all aspects of life (occupations) in their daily life. In other words, everyone especially the students have ever done this writing activity in their daily life. Writing needs accuracy in order that messages can be told as clearly as possible. And it also needs more attention to the components that make it understood by the reader soundly. Based on the Senior High School curriculum, writing skill was taught by using genre-base approach; the students were introduced to some genre types of the text; narrative, recount, descriptive, explanation, analytical exposition, hortatory expositive, procedure, report, discussion, review, anecdote, news item and spoof text.

Spoof is a kind of texts taught to second grade students of senior high school.It is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story. As a matter of fact, there were some problems that the students got to write spoof text.

Based on the result of interview that the researcher did towards English teacher on February 20th,2013 at SMAN 1 Bayang Utara, she found that some problems appeared when the students were asked to write spoof text. They got problems to develop text and sometimes they did not know what they intended to write and how to organize ideas. Event they got difficulties to write sentences by using correct grammar (language features), appropriate word (vocabulary), and mechanics (punctuation, capitalization and spelling). Based on the explanation above, the researcher is interested in studying the ability of the second year students of SMAN 1 Bayang Pesisir Selatan to write spoof text.

The purposes of this research are as follows:

1. To describe the ability of second year students of SMAN 1 Bayang Utara Kabupaten Pesisir Selatan to write generic structure in writing spoof text.

2. To describe the ability of second year students of SMAN 1 Bayang Utara Kabupaten Pesisir Selatan to use language features in writing spoof text.

3. To describe the ability of second year students of SMAN 1 Bayang Utara Kabupaten pesisir Selatan to use appropriate vocabulary in writing spoof text.

4. To describe the ability of second year students of SMAN 1 Bayang Utara Kabupaten Pesisir Selatan to use mechanics in writing spoof text.

Research Method

This research is descriptive in nature. It is to describe the students' ability to write spoof text. According to Gay (1987:18) descriptive research involves collecting data in order to test hypotheses or answer question concerning the current status of the subject of the study. Besides that, she also determines that descriptive research is useful in investigating many kinds of educational problem. The researcher conducted this research to describe the students' ability to write spoof text at SMAN 1 Bayang Utara Kabupaten Pesisir Selatan.

Gay (1987:102) state that population is the group of interest to researcher, the group to which she or he would like the result of the study to be generalized. The population of this study was the second year students of SMAN 1 Bayang Utara Kabupaten Pesisir Selatan. The researcher chose the second year students as population because they had studied writing spoof text at the second semester. The member of the population in this study was 78 students and they were distributed in three classes, one class of IPA and two class of IPS as show in Table 3.1 :

Table 3.1 Research population

NO	CLASS	TOTAL
1	IPA	30
2	IPS 1	23
3	IPAS 2	25
TOTAL		78

Because the members of population is too quite large, the researcher takes sample. According to Gay (1987:102) states that sampling is the process of selecting a number of individuals represent the larger group from which they were selected. She also stated that for descriptive research, a sample of

10 % minimun. It means that more than 10% is received. (Gay 1987:114).

In this study, the researcher used cluster random sampling because the population was distributed in group or classes. The population have the same teacher and all of the population had same capability in English. The researcher decided to take one class as sample.

To select the sample, the researcher wrote the name of classes IPA and IPS on small pieces of paper, and then she put them into a box. After shaking it, she took out one piece of papers from the box. The selected class was XI IPA, so XI IPA was the sample in this study. The selected classes became the class sample and all members of the class sample became sample of this research.

Instrumentation

The instrument used to collect the data in this research was writing test. The researcher asked the students to write spoof text by giving directions and the researcher allocates 60 minutes for students to do the test. Before giving a real test, the researcher tried out the test to the students out of the sample in order to make sure the instrumentation and the time alocated to do the test. Beside that, it was also used to see the reliability of the test.

Validity and reliability should be considered to have a good test. A good test is valid if it measures what is supposed to be measured. To see the validity of the test, the researcher used content validity. Arikunto (2006:67) states that one of the characteristics of test validity is content validity. It means that the test is valid if it fixes with the material that have been given to the students Relating to this, this test was constructed based on curriculum, syllabus, and teaching materials used at SMAN 1 Bayang Utara Kabupaten Pesisir Selatan. Furthermore, it was consulted with English teachers at SMAN 1 Bayang Utara Kabupaten Pesisir Selatan.

Gay (1987:162) states that reliability is the degree to which a test is consistenly measured whatever it should be measured. To find out the relibility of the test and to minimize the subjectivity in scoring, the researcher used inter-rater technique. It means she used two scorers. They are the researcher and Elsy Pranita (the student of English Department Bung Hatta University). The researcher chose her because she was good in writing. To calculate the correlation coefficient between the scores given by first scorers and those given by second scorer, the researcher used Pearson Product Moment formula suggested by Arikunto (2012:87) as follows :

$$rxy = \frac{n\sum xy - (\sum x\,(\sum y)}{\sqrt{(n\sum x^2 - (\sum x)^2\,)(n\sum y^2 - (\sum y)^2)}}$$

The researcher classified the degree of coefficient correlation of the test based on Arikunto's idea (2005:75) as follows :

0.81-1.00 = very high correlation

0.61-0.80 = high correlation

0.41-0.60 = moderate

0.21-0.40 = low correlation

0<0.20 = very low correlation

The result of data analysis showed that the coeficient correlation of the test was 0,99 and it fall into very high correlation. It means the test was reliable.

The Techiques of Gathering Data

The data of this research were students' scores on writing spoof text. There were some steps to gather the data :

1. Copying the students' writing and give one copy to first scorer and another one to the second scorer

2. The first and second scorer read the students' writing one by one

3. The first and second scorer evaluated the spoof text written by students

4. The first and second scorer gave score based on Heaton's criteria.

The Techniques of Analyzing Data

Data of this research were students' scores on writing spoof text. In analyzing data, Mean (M) and Standard Deviation (SD) were used to classify the students' ability to write spoof text. And then, the researcher analyzes the scores to know how many students got high, moderate and low ability.

The researcher analyzed the data through the following procedures :

1. Presenting the raw score

2. Calculating the students's average score.

3. Calculating mean (M) by using the following formula (Arikunto, 2012:301) :

$$\frac{The\ firs\ scorer\ scor + The\ second\ scorer\ scor}{2}$$

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

To calculated Standard Deviation (SD) , the reseracher used the following formula :

$$SD = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

4. Clasifying the students's ability into high, moderate and low ability based on the following categories (Arikunto, 2012:301) :

$>$M + 1 SD $\quad$ = $\quad$ High

(M – 1SD) (M + 1SD) = $\longrightarrow$ Moderate

$<$M – 1SD $\quad$ = $\quad$ Low

5. Calculating the persentage of the students who have high, moderate and low ability by using the following formula :

$$P = \frac{R}{T} \times 100\%$$

Finding and Discussions

The researcher presented the result of the study on students' ability to write spoof text. After checking the students' writing, the researcher analized them to find out the number of students who have high, moderate or low ability. In order to make clear, it was shown in Table 4.1 below :

Table 4.1 Percentage of Students' Ability in Writing Spoof Text

Quality	Number of Students	The Percentage of the Students'
High	4	13.33 %
Moderate	19	63.34%
Low	7	23.33 %
Total	30	100 %

Students' Ability to Write Generic Structure in a Spoof Text

The students' ability to write generic structure in a Spoof text was moderate. It was supported by the fact that

no students (0%) had high ability, 22 students (73.34%) got moderate ability and 8 students (26.66 %) got low ability. The result can be seen in Table 4.2 below :

Table 4.2 Percentage of Students' Ability to Write Generic Structure of a Spoof Text

Quality	Number of Students	The Percentage of the Students'
High	0	0 %
Moderate	22	73.33%
Low	8	26.67 %
Total	30	100 %

Students' Ability to Use Language Feature in Spoof Text

The students' ability to use language features in a Spoof text was moderate. It was supported by the fact that 6 students (20%) had high ability, 20 students (66.67 %) had moderate ability and 4 students (13.33 %) had low ability. The result can be seen in Table 4.3 below :

Table 4.3 Percentage of Students' Ability to Use Language Features of a Spoof Text

Quality	Number of the Students	The Percentage of the Students'
High	6	20 %
Moderate	20	66.67 %
Low	4	13.33 %
Total	30	100 %

Students' Ability to Use Appropriate Word (Vocabulary)

The students' ability to use Appropriate Word (Vocabulary) in a Spoof text was moderate. It was supported by the fact that 3 students (10 %) had high ability, 20 students (66.67%) moderate ability and 7 students (23.33%) had low ability It was supported by The result can be seen in Table 4.4 below :

Table 4.4 Percentage of Students' Ability to Use Appropriate Word of a Spoof Text

Quality	Number of the Students	The Percentage of the Students'
High	3	10 %
Moderate	20	66.67 %
Low	7	23.33 %
Total	30	100 %

Students' Ability to Apply the Mechanics of Writing.

The students' ability to Apply the Mechanics in writing a Spoof text was moderate. It was supported by the fact that1 students (3.33 %) had high ability, 22 students (73.33 %) had moderate ability, and 7 students (23.34 %) had low ability. It was supported by The result can be seen in Table 4.4 below :

Table 4.4 Percentage of Students' Ability to Apply the Mechanics in Writing Spoof Text

Quality	Number of the Students	The Percentage of the Students'
High	1	3.33 %
Moderate	22	73.33 %
Low	7	23.34 %
Total	30	100 %

Discussion

In writing generic structure (orientation, events and twist), sometimes the students did not write the steps completely , they just make little sentences that show three paragraph and sometimes there were some students lose the materials needed. In using the language features the students migh confused to use simple past tense. In choosing of words (vocabulary), sometimes there are some students make errors in using appropriate words, and sometimes the students might forget to apply the mechanics in the right way; for example, when the students wrote the name of city or the name of place they forgot to use capitalization.

Students' Ability to Write Generic Structure in Spoof Text

Another finding of this study was that students' ability in writing generic structure of spoof text (orientation, event and twist) was moderate. It means that

many students still got problem or difficulties in writing the generic structure of spoof text. It might be caused by lack of knowledge about writing spoof text. In writing generic structure (orientation, events and twist), sometimes the students did not write the steps not complete. They just made a few sentences and also the students lack of knowledge about the different between twist and event.

Students' Ability to Use Language Features in a Spoof Text.

The next finding of this study was that students' ability in using the language features was moderate. It means that many students still got problem or difficulties in using language feature. It might be caused by lack of knowledge about grammar or stucture especially the use of simple past tense, action verbs and another aspect language features of spoof text such as connectives, adverbs and chronological order.

Students' Ability in Using Appropriate Vocabulary in Writing Spoof Text.

As already discussed previously, this study also found that students' ability in using Appropriate vocabulary in writing spoof text was moderate. It means that many students still got problem in using appropriate vocabuary. It might be caused by lack of knowledge about vocabuary, the students just know familiar vocabulary and

also the students using vocabulary not compatible in writing spoof text.

Students' Ability in Using Appropriate Mechanics in Writing Spoof Text.

The last aspects that should be considered in writing is the use of mechanics, and there are three components in mechanics; that is punctuation, capitalization and spelling. The researcher found that students' ability in using appropriate mechanics in writing spoof text was moderate. It means that many students still got problem in using appropriate mechanics. It might be caused by lack of knowledge about mechanics in writing spoof text. The students made mistakes in using mechanics such as in using capitalization, punctuation and spelling.

Conclusions

Based on he result of the data analysis, the researcher draw a conclusion that the abily of the second year students of SMAN 1 Bayang Utara Kabupaten Pesisir Selatan to write spoof text was moderate. It was proved by the fact that 19 students (63.34 %) had moderate ability to write spoof text. The next conclusion that can be drawn was that the ability of the second year students of SMAN 1 Bayang Utara Kabupaten Pesisir Selatan to write generic structure was moderate, it was proved by the fact that there were 22

students (73.33 %) out of 30 students who had moderate ability.

Another conclusion of this study was that the ability of the second year students of SMAN 1 Bayang Utara Kabupaten Pesisir Selatan in using language features in writing spoof text was moderate it was supported by the fact that there were 20 students (66.67 %) out of 30 students who had moderate ability.

The next conclusion of this study was that the ability of the second year students of SMAN 1 Bayang Utara Kabupaten Pesisir Selatan to use appropriate words (vocabulary) in writing spoof text was moderate. It was supported by the fact that there were 20 students (66.67 %) out of 30 students who had moderate ability.

The last conclusion that can be drawn that the ability of the second year students of SMAN 1 Bayang Utara Kabupaten Pesisir Selatan to apply appropriate mechanics in writing spoof text was moderate. It was proved by the fact that there was 22 students (73.33%) out of 30 students who had moderate ability.

Suggestions

Based on the conclusion above, the researcher suggested some suggestions as follows :

1. For English teacher, in teaching writing spoof text, the teachers are suggested to give more exercises for the students related with writing spoof text (idea/generic structure, language feature/grammar, vocabulary and mechanics)

2. For the students, they should do more exercises to write spoof text in order to improve their skill or obtained in writing.

3. For next researcher, the writer suggested to the next researcher to find out the other relevant aspect in writing spoof text. For example, the difficulties of the students' ability to write spoof text.

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