

**AN ANALYSIS OF THE SECOND YEAR STUDENTS' PROBLEMS IN WRITING A
SPOOF TEXT AT SMA SEMEN PADANG**

ARTICLE

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AN ANALYSIS OF THE SECOND YEAR STUDENTS' PROBLEMS IN WRITING A SPOOF TEXT AT SMA SEMEN PADANG

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Abstract

This research was aimed at describing the problems faced by the second year students of SMA Semen Padang in writing a spoof text. The design of this research was descriptive. The number of population members of this research were 237 students. They were divided into eight classes; X1 IPA 1, X1 IPA 2, X1 IPA 3, X1 IPA 4, X1 IPS 1, X1 IPS 2, X1 IPS 3, X1 IPS 4. The researcher used stratified cluster random sampling technique to choose the sample, and the sample of this research was X1 IPA 3 and X1 IPS 4. The number of sample were 58 students. The instrument used to get the data was writing test. The researcher found out the reliability of the test. It was found that the reliability index of the test was very high (0.99). It means that the instrument is reliable. The data of the research were students' problems in writing spoof text at SMA Semen Padang. Generally, the result of the data analysis of writing test showed that 30 students (51,72%) had problems in writing a spoof text. Specifically, from data analysis of writing test, there were 16 students (27,58%) who had problems in writing orientation, 23 students (39,65%) who had problems in writing event, 37 students (63,79%) who had problems in writing twist, and 42 students (72,41%) who had problems in using simple past. Referring to the findings of this research, it can be concluded that students have problems in writing spoof text at SMA Semen Padang. Therefore, the researcher proposed several suggestions. First, for the teachers, it is suggested to the teachers to explain more about the material of spoof text and to give more exercises to the students. Second, for the students, they should pay attention when the teacher explain the lesson and do more exercises carefully.

Key words: Problems , Writing, Spoof Text.

Introduction

English is widely used as an international language. It is also an

important tool to do communication among countries in the world. So that, it becomes familiar in educational field in the world

and one of important subjects at school beginning from junior high school until university level. As an important subject at school, English is expected to be mastered by the students. Alderson and Bachman (2002:14) state that there are four skills in English that should be mastered, they are ; listening, speaking, reading, and writing. Writing is an essential form of communication that is used to communicate indirectly. The students can express their ideas or experiences in kind of text, paragraph or essay.

Writing is a difficult subject for the student to be mastered. It is more difficult than speaking, especially for the language learners. In speaking or doing verbal communication, the people can use expression, gesture, and mimic to help them deliver message to the listeners. But in writing, all of them cannot be used because the writer should consider several elements such as content, form, and grammar. Because of that, many learners have problems in writing.

In writing, the students have to focus on grammar, vocabulary, content, diction (choice of words), spelling, punctuation, capitalization, and mechanic. All of them are essential aspects in producing a good writing. According to Savage (1985:2), writing is the process of selecting, combining, arranging,

expressing, and developing ideas in effective sentences, text or paragraph. There are many texts that are taught to the students. Some of them are descriptive, narrative, procedure, analytical exposition, recount, news item, report, and spoof text.

Yuliani (2006: 65) states that spoof text is a text that refers to factual story, it is happened in the past time with unpredictable and funny ending. Its function is to entertain and share the story

Commonly, the problems about writing are related with the principles of writing itself. Some of them are the problems about grammar, such as having inappropriate tense, verb, and preposition. Other problems are about mechanic rhetorical principles of organization, lack of coherence and unity, using punctuation, and capital letter.

Based on the researcher's interview to English teacher at SMA SEMEN PADANG. He found that the students had difficulties in writing spoof text, some aspects of writing spoof text, such as writing orientation, event, twist, and using simple past tense.

Research method

This research was aimed to describe the students' problems in writing especially the problems in writing a spoof text. Therefore, the researcher used descriptive method as the design of this

research. According to Gay (1987: 189), the descriptive research involves collecting data in order to test hypotheses or to answer question concerning the current status of the study. Furthermore, Gay (1987:189) states that in investigating many kinds of educational problems, descriptive research is useful.

According to Gay (1987: 102), population is the interest group which the researcher would like the result of the study to be generalized. The population of this study was the second year students of SMA Semen Padang who had learned about spoof text. The number of population was 237 students and they were distributed into eight classes.

To select the sample, the researcher used stratified cluster random sampling technique. Stratified was used because the population was divided into two strata, they were IPA and IPS. The researcher used cluster sampling because the population was distributed into some group or classes. The researcher used random sampling because they had same materials in syllabus and same period of time in learning English subject. It meant their characteristic were same. To

chose the sample, the researcher did some procedures. Firstly, the researcher wrote the names of each classes in eight pieces of paper and put them into different boxes (IPA and IPS). Secondly, the researcher

closed his eyes and took one piece of paper from IPA box and the researcher took one piece of paper from IPS box. The researcher got pieces of paper from IPA 3 and IPS 4, it meant that IPA 3 and IPS 4 were the sample. The total number of sample members were 58 students.

The instrument that the researcher used to collect data was writing test. The students were asked to write a spoof text in English by choosing one of four example topics provided. And then, the researcher gave 60 minutes to write a spoof text that consists of orientation, event and twist, and pay attention to the language features (using simple past tense). The researcher explained what the students would do in order they understand and did not misunderstand in doing the test.

A test should be valid and reliable. Gay (1987: 128), a test is valid if it measures what is supposed to be measured. To get validity of test, the researcher used content validity. Arikunto (2012: 80) states that one of characteristic of good test is content validity in which the test material were based on the curriculum and syllabus. This test was constructed based on the teaching materials, curriculum and syllabus. According to Gay (1987: 135), reliability is the degree to which a test consistently measures whatever it measures. To analyze the reliabilty of the test, the reseracher used inter-rater method,

it meant that there were two assessors (the first assessor was the researcher and the second assessor was Ahmad Fuadi) in analyzing the test of students. It was done to minimize subjectivity. The researcher chose Ahmad Fuadi as the second assessor because he has a good grade in writing.

To analyze coefficient correlation of two assessors, the researcher used product moment formula by Arikunto, 2008: 72.

After analyzing the result of the test, the degree of correlation was very high (0.99). It meant that the data of this research was reliable.

The data of this research were the students' problems in writing a spoof text. In gathering the data, the researcher used procedures as follows:

- a. The researcher gave duration and gave instruction to write a spoof text based on the provided topics
- b. The assessors (researcher and the second assessors) identified the students' problems. The researcher made some criteria of checking student's problems, such as follows:
 - The students were said having problems in writing orientation if there were no some informations such as who was involved, where and when the story happened.

- The students were said having problems in writing event if the event did not tell what happened in chronological order.
- The students were said having problems in writing twist if the twist did not show something funny or humorous.
- The students were said having problems in using simple past tense if the students did not use simple past tense correctly in their writing.

- c. The researcher read the students' writing test carefully. Then, the researcher gave "√" in the table checklist about the problems that were faced by the students in writing by using table.

In analyzing data, the researcher used the following procedures:

1. The researcher counted and presented the number of students who had problems in all aspect of writing spoof text.
2. The researcher counted the average number of students who had problems from assessor 1 and assessor 2.
3. The researcher calculated the percentage of the students who had problems and had no problems by

using the following formula by Sudjana (1990:30). as follow:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : The percentage of students who had or had no problem

F : Frequency of the students who had or had no problem

N : The total number of students

4. The researcher concluded the students who had and had no problems in writing a spoof text. The students were said that the students had problems in writing spoof text if the average of percentage of the students' problems classically was $\geq 50\%$ and
5. the students were said had no problems in writing spoof text if the average number of percentage of the students' problems classically was $\leq 50\%$ (O, Malley in Arifah, 2012).

Findings and Discussion

Findings

To say whether the students had problems or not in writing a spoof text, there was an indicator that was used by the

researcher. The researcher said the students had problems in writing a spoof text and aspects of problems in writing a spoof text, if the percentage of the problem is $\geq 50\%$. The result showed that after analyzing the data in general, it was found that the students had problems in writing a spoof text. It could be seen from the fact that there were 30 students (51,72%) who had problems in writing a spoof text. In detail, there were 16 students (27,58%) who had problem in writing orientation, 23 students (39,65%) who had problem in writing event, 37 students (63,79%) who had problem in writing twist, and 42 students (72,41%) who had problem in using simple past tense.

The Number and Percentage of Students Who Have Problems in Writing Spoof Text Generally

Aspect	The Number of Students Who Have Problems	Percentage of Students Problems
Spoof Text	30	51,72%

After analyzing the data, the researcher found that there were 30 students (51,72%) who had problems in writing spoof text. Based on the indicator in analyzing the data, the students were

Aspect	The Number of Students Who Have Problems	Percentage of Students Problems
Event	23	39,65%
	The Number of Students Who Have Problems	Percentage of Students Problems
Orientation	16	27,58%

said having problems in writing spoof text and aspects if the percentage of students' problems were $\geq 50\%$.

The Number and Percentage of Students Who Have Problems in Writing Orientation of Spoof Text

After analyzing the data, the researcher found that there were 16 students (27,58%) who had problems in writing orientation of spoof text. Based on the indicator in analyzing the data, the students were said having problems in writing spoof text and aspects if the percentage of students' problems were $\geq 50\%$.

The Number and Percentage of Students Who Have Problems in Writing Event of Spoof Text

After analyzing the data, the researcher found that there were 23 students (39,65%) who had problems in writing event of spoof text. Based on the indicator in analyzing the data, the students were said having problems in writing spoof text and aspects if the percentage of students' problems were $\geq 50\%$.

The Number and Percentage of Students Who Have Problems in Writing Twist of Spoof Text

Aspect	The Number of Students Who Have Problems	Percentage of Students Problems
Twist	37	63,79%

After analyzing the data, the researcher found that there were 37 students (63,79%) who had problems in writing twist of spoof text. Based on the indicator in analyzing the data, the students were said having problems in writing spoof text and aspects if the percentage of students' problems were $\geq 50\%$.

The Number and Percentage of Students Who Have Problems in Using Simple Past Tense of Spoof Text

Aspect	The Number of Students Who Have Problems	Percentage of Students Problems
Simple Past Tense	42	72,41%

After analyzing the data, the researcher found that there were 42 students (72,41%) who had problems in using simple past tense of spoof text. Based on the indicator in analyzing the data, the students were said having problems in writing spoof text and aspects if the percentage of students' problems were $\geq 50\%$.

Discussion

Students' Problems in Writing Twist of Spoof Text.

Based on the criteria of checking students' problem in writing twist that the researcher made, the students were said having problems in writing twist of spoof text if the twist part was not showed humorous or predictable. In order to be clear, see the following error and correct examples below:

Example 1

"Naughty Cat"

"Last weekend I went to go fishing with my father. Long time we got fishes to dinner with my mother and my sisters. After we felt it enough, we came back at home and I gave the result of fish to my mother to cooking. After my mother was done, we dinner together with delicious fish. But suddenly when I was eating a cat steal my fish from my plate. I was angry and crying".

From the student's test above with topic is *Naughty Cat* that the students choose, we can see that there was no showed humorous or unpredictable. it meant the students had problem in writing twist of spoof text.

Students' Problems in Using Simple Past Tense of Writing Spoof Text.

Based on the criteria of checking students' problem in using simple past tense that the researcher made, the students were said having problems in using simple past tense of spoof text if the students did not use simple past tense correctly. In fact, there were many students still used simple present tense to write a spoof text. In order to be clear, see the following examples below:

Example 1

“Bad Feeling”

“One day in my village, there *are* a little family. That family *have* two brothers, Rani and Runi. They *are* good persons. In the market, she want to *buy* vegetable beacuse their parent asked them. At the time Runi *look* a black shadow behind the tree and she told Rani. Runi be scare, Rani said “ where? Are you kidding me? Runi told “ Iam serious Rani. They *try* to walk slow into house. And the *ask* their parent “ we looked a black shadow behind the tree on the way”. The parent told “ that is just your feeling”. They *will* be relax and *feel* stupid”.

Let see some students’ problems, as follows:

Are	————→	Were
Try	————→	Tried
Ask	————→	Asked
Will	————→	Would
have	————→	Had

Conclusions and Sugesstions

Conclusions

Based on the result of the analysis, it can be concluded that in general the

students have problem in writing a spoof text. In spesific, it can be concluded as follows:

1. The students of SMA Semen Padang had no problems in writing orientation of spoof text. The students can write orientation well eventhough there were some students still had problem. It was supported by the fact that there were only 16 students (27,58%) who had problems in writing orientation of spoof text
2. The students of SMA Semen Padang had no problems in writing event of spoof text. The students can write event well eventhough there were some students still had problem It was supported by the fact that there were only 23 students (39,65%) who had problems in writing event of spoof text.
3. The students of SMA Semen Padang had problems in writing twist of spoof text. Many students write a spoof text, but there were not showed humorous or unpredictable. It was supported by the fact that there were 37 students (63,79%) who had problems in writing twist of spoof text. Based on indicator that the researcher used, the students’ writing should showed humorous and unpredictable.

4. The students of SMA Semen Padang had problems in using simple past tense in writing spoof text. The students can not differentiate the function between simple past tense and simple present tense. Almost all of them used simple present tense in writing a spoof text. It was supported by the fact that there were 42 students (72,41%) who had problems in using simple past tense of writing spoof text. Based on the indicator that the researcher used, the students should write a spoof text in simple past tense.

Suggestions

A. To the Teachers

1. Since the students had problems in writing twist of spoof text, the teachers should give explanation more about writing twist. The teacher should give more exercises to the students and also homework. So, the students can get much activity relate to this subject.
2. Since the students had problem in using simple past tense of writing spoof text, The teachers have to give explanation about the definition and function of simple past tense. So that, the students can understand and minimize their the problems in using simple past tense.

B. To the Students

1. The researcher suggests to the students have to pay attention when the teacher explain the material about spoof text and do more exercises in the class.
2. The researcher suggests to the students have to pay attention when the teacher give explanation about spoof text, especially in writing twist and using simple past tense.
3. The students must be aware about their problem of writing spoof text and minimize the problems.

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Finally, the researcher hopes this research can be useful for the better process of teaching and learning English in the future. He realized that this thesis is not perfect yet. Therefore, he welcomes any suggestions and criticisms from the readers.

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