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AN UNDERGRADUATE THESIS

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING SPOOF TEXT AT THE ELEVENTH GRADERS OF SENIOR HIGH SCHOOL 1 KIBANG

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AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING SPOOF TEXT AT THE ELEVENTH GRADERS OF SENIOR HIGH SCHOOL 1 KIBANG

Presented as a Partial Fulfillment of the Requirements for the Degree Of
Sarjana Pendidikan Islam (S. Pd. I)
In English Department

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STATE ISLAMIC COLLAGE (STAIN)
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1434H / 2013

AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING SPOOF TEXT AT THE ELEVENTH GRADERS OF SENIOR HIGH SCHOOL I KIBANG

ABSTRACT

BY:

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Spoof text is one of English text types. Spoof text should be written based on the parts that influence its quality. Linguistic structure and linguistic characteristic are the part which should be seriously paid attention. Nevertheless, it is not easy thing for some students.

The problem that the writer had outlined in this research deals with the study of students difficulties in writing spoof text. The primary goal of this research, furthermore, was to figure out the students' difficulties in writing spoof text at the eleventh graders of Senior High School I Kibang. This research used qualitative method. A type of this research was a case study. Documentation and interview was used to collect the data in this research. The population was 120 students at the eleventh graders of Senior High School I Kibang. In this research, the subject was ten students in eleventh class of science program handed over through purposive sample by the reason that they got material about spoof text.

The research result shows that the students' difficulties in writing spoof text based on linguistic structure of spoof text there were 0% in event, 10 % students in twist. And the percentage of students' difficulties in orientation is 20 %. Furthermore, the percentage of the students' difficulties in writing spoof text based on linguistic characteristic is 20% students have difficulties in using connective and conjunction. And there were 100% of the students have difficulties in writing using tense of spoof text. The conclusion of this research is the students have difficulties in writing spoof text based on linguistic characteristic. Hence, the students writing can not be said good writing, because there were errors in linguistic structure of their text.

ANALISIS TERHADAP KESULITAN SISWA DALAM MENULIS SPOOF TEXT PADA SISWA KELAS SEBELAS SEKOLAH MENENGAH ATAS 1 KIBANG

ABSTRAK

OLEH:
ENDANG WIDIASTUTI

Teks spoof merupakan salah satu dari beberapa jenis teks bahasa Inggris. Teks spoof harus ditulis berdasarkan bagian yang mempengaruhi kualitasnya. Struktur dan unsur kebahasaan adalah bagian yang harus diperhatikan dengan serius. Akan tetapi, menulis teks spoof yang baik bukanlah hal yang mudah bagi sebagian siswa.

Permasalahan yang diangkat dalam oleh penulis dalam penelitian ini erat kaitannya dengan kesulitan siswa dalam menulis teks spoof. Tujuan pokok dari penelitian ini selanjutnya adalah untuk menemukan kesulitan siswa dalam menulis teks spoof. Penelitian ini menggunakan metode qualitative. Jenis penelitian ini adalah study kasus. Dokumentasi dan wawancara digunakan untuk mengumpulkan data dalam penelitian ini. Adapun populasi dalam penelitian ini adalah para siswa kelas XI Sekolah Menengah Atas 1 Kibang sebanyak 120. Kemudian subjek penelitian ini adalah 10 siswa kelas XI IPA 3 diambil dengan *purposive sample* dengan pertimbangan bahwa mereka telah memperoleh materi mengenai spoof text.

Hasil penelitian ini menunjukkan bahwa kesulitan siswa dalam menulis teks spoof berdasarkan struktur linguistik adalah 0% dalam menulis rangkaian cerita (event), 10% dalam cerita lucu(twist). Dan presentasi kesulitan siswa dalam orientasi sebesar 20%. Sedangkan, presentasi kesulitan siswa dalam menulis teks spoof berdasarkan karakteristik linguistik adalah 20% siswa memiliki kesulitan dalam menggunakan kata penghubung. Dan sebesar 100% siswa memiliki kesulitan dalam menulis menggunakan tensis yang sesuai dengan teks spoof. Kesimpulan penelitian ini adalah siswa mengalami kesulitan dalam menulis teks spoof berdasarkan karakteristik linguistik. Sehingga tulisan mereka belum bisa dikatakan sempurna karena masih ada kesalahan karakteristik linguistik dalam teks mereka.

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Assalamu'alaikum wr.wb.

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Sudah dapat kami setujui dan dapat diajukan ke Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro untuk dimunakosahkan.
Demikianlah harapan kami dan atas perhatiannya, kami ucapkan terima kasih.
Wassalammu'alaikum wr.wb.

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Menyatakan bahwa skripsii ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumber yang sebenarnya.

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Yang menyatakan



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MOTTO

لَهُۥ مُعَقِّبَٰتٌ مِّنۢ بَيۡنِ يَدَيۡهِ وَمِنۡ خَلۡفِهِۦ يَحۡفَظُونَهُۥ مِنۡ أَمۡرِ ٱللَّهِۗ إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوۡمٍ حَتَّىٰ يُغَيِّرُواْ مَا بِأَنفُسِهِمۡۗ وَإِذَآ أَرَادَ ٱللَّهُ بِقَوۡمٖ سُوٓءٗا فَلَا مَرَدَّ لَهُۥۚ وَمَا لَهُم مِّن دُونِهِۦ مِن وَالٖ ١١

".....verily! Allah never changes the good condition of a people until they change it themselves (by committing sins). But when Allah wills a people punishment, there can be turning back and they will besides him no protector".. (Q.S Ar- Radu: 11)

"Writing and reading decrease our sense of isolation.

They deepen, widen and expand our sense of life; they feed the soul".

(Anne Lamott)

"if we think we can, we can"

(The Writer)

DEDICATION PAGE

This undergraduate thesis is especially dedicated for:

My wonderful parents who set me on my path

My candidate husband, the hearts of my life

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Glory is to Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they don't know before. Allah has given His gift to the writer that she could accomplish this undergraduated thesis.

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CHAPTER I

INTRODUCTION

A. Background of the Study

It has been widely known that four skills of English basic principles in English language teaching included of listening, speaking, reading and writing. It means that writing is one of important aspect in language learning. Writing as a process to express ideas or feeling on the written form. By writing, the students can share information and idea or his/her feeling in the written text. Moreover, writing can help them to think critically and to clarify their thoughts. The students often realize what they think and they feel about ideas, people, issues, and events just in the real process of writing. Writing is also as a learning tool, helping the students to understand and to remember about something.

Besides, writing has a very crucial place for knowledge development. Because without product of writing, like books, newspapers, journals, article, essay, magazine and many others, knowledge will be very hard to be convey and to be increased. Sometimes, writing product can be larger in gaining the audience than speaking product. There are many types of writing, namely

description, narration, exposition, and argumentation. Different types of writing have different function and also have different characteristic.

There are several factors that influence the students' writing performance. Some factors may be can be classified into social behavior, learning strategies, academic engagement, and physiological factor. The first is social behavior, social behavior is followed by students' social action that is directed at other people and is designed to stimulate response, and the second factor is learning strategy, where learning strategy is method that is used by the teacher to device the material and it is purposed to develop students' language skill and knowledge of the language. The third, academic engagement is enthusiasm is given by students to do something or to response other. The last, physiological factor is students' capacity, motivation and everything related them.

It is widely accepted that writing is not an easy skill to be done, because there is kinds of written product and factor that have influence in writing. And every types of written have different structure, form and style. It will be difficult for the students to write well if they do not know the characteristic of each written types.

Text is a part of written product; it is widely known that there are many kinds of text. One of the text types is spoof text that is included in the English syllabus. Texts have different generic structure and grammatical future from

other text, and spoof text also. To create good writing text the students should know the characteristic of text itself, like: linguistic structure and linguistic characteristic of the text that will be written. Writing is not only requiring idea but also vocabulary and grammar. People who have lack vocabulary will have difficulties to write. It means that except know the Linguistic characteristic and linguistic structure of the text, vocabulary and grammar are very important in writing. But, I am interest to focus on characteristic of the text. The differences of texts' characteristic may be making the students have difficulties in writing text. Hence, there are many mistakes in their writing and also it makes their score became low. It is happened because they have difficulties in writing text.

The way out from this problem is by analysis students' difficulties in writing text. Hence, we can know what the students' difficulties are. Then, overcome what became the students' difficulties in order they can good in writing text.

Dealing with the case, the researcher has conducted pre survey in April 2, 2013 at the Senior High School 1 Kibang. The researcher has done an interview with English teacher at the eleventh graders of Senior High School 1 Kibang. She is Hj. Dian Hariani S. Pd. The result of interview shows that there are some mistakes in students' writing namely, the structure and grammar and linguistic structure. Moreover, the teacher said that she cannot

explain what the big number of errors that students create in writing text, especially in writing spoof text.

Dealing with the case, the researcher would like to analysis students' difficulties in writing spoof text at the eleventh graders of Senior High School I Kibang.

B. Focus of the Study

Focus of the study is to analysis students' difficulties in writing spoof at the eleventh graders of Senior High School 1 Kibang.

C. Problem Limitation

In order to get focus in conducting this study, the researcher limits the scope of the study only to analysis students' difficulties in writing spoof text at the eleventh graders of Senior High School 1 Kibang.

D. Problem Formulation

Concerning the background of the study, the researcher formulated the problem of the study as followed:

1. What are students' difficulties in writing spoof text at the eleventh graders of Senior High School I Kibang?

2. How the students' spoof text writing at the eleventh graders of Senior High School 1 Kibang?

E. Objective and benefits of the study

1. Objective of the study

a. To describe the students' difficulties in writing spoof text.

b. To describe the students' spoof text writing.

2. Benefits of the study

a. For the students

This research is hoped for giving feed back to the students at the eleventh graders of Senior High School I Kibang to increase their performance in writing spoof text.

b. For the teacher

This research may be inspired to the English teacher at the eleventh graders of Senior High School I Kibang to increase students writing performance in writing spoof text by overcome students' difficulties in writing spoof text.

c. For further research

This research is expected as a contribution for other researcherto conduct further studies

F. Prior Research

This research entitled An Analysis of Students' Difficulties in writing Spoof Text does not conduct yet by the other researcher. The researcher found most similar researches entitle An Analysis of students' Grammatical Errors in Writing among The Grade Students of State Junior High School I Rumbia in The Academic Year of 2008/2009 Written by Sri Mulyani.

Sri Mulyani analyzed the grammatical errors in students' writing. Grammar is essential part in writing, especially writing text. In writing text grammar is a part of linguistic character of the text. Good writing created by good grammar. Hence, the product of writing can be understood by the reader. To create a good text, the writer should know linguistic character, generic structure and the purpose of the text. In her thesis, Sri Mulyani maintained that the student's tense mastery is still low; there are 468 grammatical errors in students writing.[1]

Furthermore, Zubaidah in her research An Analysis of Grammatical Mastery in the Students' Written Test at the Third Semester of the English Educational Study Program of Stain Jurai Siwo Metro.[2] She concludes that the

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[1] Sri Mulyani, *An Analysis of students' Grammatical Errors in Writing among The Grade Students of State Junior High School I Rumbia in The Academic Year of 2008/2009,* (Metro: STAIN Jurai Siwo, 2009).P. iv

[2] Zubaidah, *An Analysis of Grammatical Mastery in the Students' Written Test at the Third Semester of the English Educational Study Program of Stain Jurai Siwo Metro,* (Metro: STAIN Jurai Siwo, 2012) P.iv

students' difficulties in grammar mastery of written test were tense. Moreover, Maulana Muhammad Yusuf in his research entitles An Error Analysis in Using Simple Past Tense in Writing Narrative Text at the Twelfth Grade of SMA 1 Mesuji Timur[3]. He concludes that the students have difficulties using past tense in writing narrative text.

Referring to the conclusion of Sri Mulyani, Zubaidah, and Maulana research, the researcher interests to analyze the students' difficulties in writing spoof text. It is aimed to describe the students' difficulties in writing spoof text. The researcher want to know what is become the major difficulty of the student in writing Spoof text. What is the grammar or generic structure? The interview of pre survey was done to find out the real problems that happened in writing text. The result of pre survey by interviewing the English teacher of Senior high School I Kibang is there are many mistake in students' text writing. According to those problems, the researcher thought that those were needed to be analyzed.

[3] Maulana Muhammad Yusuf , *An Error Analysis in Using Simple Past Tense in Writing Narrative Text at the Twelfth Grade of SMA 1 Mesuji Timur,* , (Metro: STAIN Jurai Siwo, 2012) P.iv

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CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Concept of Spoof Text

Etymologically, mention in the Cambridge Advanced Learner's Dictionary online (wow), there are two meanings of spoof text. One of them is spoof as verb, meaning, "to try to make someone believe in something is not true, as a joke". [1] It can be inferred that the definition of spoof text is a text that includes humor though most of text has been adapted from the original.

Terminologically, spoof text that copies and creates fun or something serious in a funny way.[2] In addition, Paul Simpson points out that "spoof" text that ending by twist.[3] Spoof text also belongs to the class of (narration) which would tell the story or legend of the past. But, Spoof text tells the story of the past by the end of the funny and unexpected that as certain structure and certain purpose. [4]It can be assumed that spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending.

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[1] http:// di- copy. Blogspot. Com/2013/01/ example- of- spoof- text- definition. Html. April-8-2013

[2] Eliza Hope, *English text and context*, (Singapore: pascal Press, 2003), P.271

[3] Paul Simpsone, *On the Discourse Satire*, (USA: John Benjamine Publishing Company, 2003), P.82

[4] Otong Setiawan, *Essay Writing*, (Bandung: Yrama Widya, 2009), P.169

1. Communicative Purpose of Spoof Text

All kinds of text belonging narration has communicative purpose, as well as on the spoof text, which is to entertain the reader or listener of stories read.

2. Linguistic Structure of Spoof Text

There are three types of linguistic structure owned by spoof text, namely:

a. Orientation

As with any other type of text Narration, always begins with orientation. Orientation providers the location and introduce the character.[5]It means that orientation is the part where the author introduces the story begins.

b. Events

Events: tell what happened, in what sequence.[6] While in the events section in which the author tells of events in the story but the events recounted the incident is still reasonable.

c. Twist

And part of the last spoof text is twist. Twist as a piece of text which tells the opposite of natural events in the events section. Twist is the

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[5] F.A Suprapto & Mariana Darwis, *Linked to the word 2: English for Senior High School Grade XI*, (Jakarta: Yudhistira, 2007) P.69

[6] *ibid*

final part of the text that tells spoof final scene funny and unexpectedly before.

3. Linguistic Character of Spoof Text

There are several linguistic characteristics that can distinguish spoof text with English text types the other, there are:[7]

a. Using of Past Tense. Past tense expresses activities that occurred in the past.[8] For example: Mike watched television last night.

b. Time connective and conjunction. For example: after, before, soon, etc.

4. Example of Spoof Text

A Bumpy Flight

Orientation

This is your captain speaking. We have had a failure in one of our engines. There is no cause for alarm as we still have three engines left. Unfortunately this mean that we will be one hour late.

Events

A short time later the captain again told to the passenger: "there is no cause for alarm, but we have just lost another engine. We will now be two hours late."

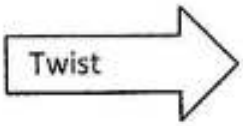
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[7]Otong Setiawan, *Op. Cit.* P.170

[8] Betty Schampfer Azar, *Understanding And Using English Grammar (3th Ed)*, (U.S.A: Pearson Education , 1999) P.3

Again and again the captain had bad news, he spoke to the passengers for the therd time." Ladies and gentlement, I promise you that we are in no danger, but I must tell you that we have had another engine failure. It means that we will now be three hours late."

Finally, the captain announced that the fourth had failed.



One of the passengers turned to another passenger and said, "Oh no! it means we'll be four hours late!"

B. Writing

1. Concept of Writing

Brown dived skill in English language teaching into four skills, namely listening, speaking, reading and writing as of paramount importance.[9]It can be said that listening, speaking, reading and writing became very important to be learned and should be understood as central object in English language teaching.

Writing is become the important parts in learning English. It is caused writing is one of English basic principle in English language teaching.

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[9] Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy* (2nd Ed) , (New York: Addison Wesley, 2001), P.232

Etymologically, writing is form by word "write". Based on Concise Oxford English dictionary the word "write" defines as:[10] mark (letter, words, or other symbols on a surface, with a pen, pencil, or similar implement.

Terminologically, some experts have definition of writing. Jordan defines that "writing is method of human intercommunication by means of conventional visible mark".[11] It can be said that writing is a medium communicate once to another people about their feeling by written text. Moreover, Sanggam Siahaan argues that writing as the written productive language skill. It is realized by writer's ability to convey the information that the writers have in their mind by using of the language she or he is writing.[12] In addition by Sanggam Siahaan in his book (Issue in Linguistic) that psychological activity of the language user to put information in the written text is called as writing.[13] It means that writing is an activity that involves physic and mental of someone to inform about certain topic in the written language.

From the statement above it can be inferred that writing is used to express all of ideas, feels and thoughts, to provide information to the reader, to persuade the reader to do something and to create literature on the written form. As the result there is much kind of written types and written product.

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[10] Chaterine Shoanes and Angus Stevencon, *Concise Oxford English Dictionary*, (New York : Oxford University Press, 2004), P.65795

[11] R.R Jordan, *Academic writing course*, (England: Longman, 2003) ,P. 41

[12] Sanggam Siahaan, *The English Paragraph*, (Yogyakarta : Graham Ilmu, 2008) P.2

[13] Sanggam Siahaan , *Issue in Linguistic*, (Yogyakarta : Graham Ilmu, 2008) P.215

The result of thinking, drafting, and revising procedures that required specialized skills is called as written product; skills are not every speaker develops naturally.[14] It is caused most of speaking skill sometimes cannot be developed as well as writing skill.

2. Writing types

a. Narration

Narration is the form of writing used to related story of act or event, narration place occurrences in time and tells what happened according to natural time sequence.[15]It can be said that chronological time is needed to make narration writing based on imagination of the story.

b. Description

Description writing helps the reader through her/his imagination to visualize a scene or a person or to understand a sense or an emotion.[16] It means that descriptive writing is usually used to help a writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.

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[14] Douglas Brown. *Teaching by Principle: an interactive approach to language pedagogy.* (California: San Francisco State university,2000). P.335

[15] James M.Mc Crimon , *writing with a purpose*, (Boston: Houghton Mifflin Company, 1984), P.382

[16] Gorge E. Wishon and Julia M.Burks, *Let's Write English,* (Canada : Van Reinhold Ltd,1980), P.128

c. Argumentation

The writer takes a strong position on an issue (often a controversial issue) and provides supporting evidence and logic.[17] It can be said that on the argumentation writing, the writer has several statements to get the point of view.

d. Exposition

Expository writing is a type of writing where the purpose is to explain, inform, or perhaps even describe.[18] It illustrate that exposition writing is designed to convey information or explain what is difficult to understand and is used in giving information, make exposition.

Moreover, writing can be classified into two types, namely formal writing and informal writing. Formal writing is needed about basic rule to write. In contrary, in formal writing is not either.

Meanwhile, informal writing gives opportunity to the writer to write into written communication as if people were speaking, putting ideas down on paper as they come to. Additionally, it was some advice that there are basic rules of formal writing, the rules are:[19]

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[17] Vivian M.Rosenberg .*Reading ; Writing; and Thingking*. (New York: Random House, 1989) P.79

[18] http://en.wikipedia.org/wiki/Rhetorical_modes, 4/17/20013

[19] R.R Jordan, *Op.Cit.* P.97

a. Begin a thematic essay on a novel by introducing the title, author, publisher and theme at the first paragraph.
b. Add the author by first name unnecessary, discussing him as a character and connecting with other character in the book. Use the last name of the author after his whole was introduced when discussing the writer as writer.
c. Choose the text citations about what include information that can support the thematic essay. And avoid oversimplify with too small a part that lack effectiveness. Use MLA citation form.
d. On the formal writing, prefer the use of slang, text message and contractions like "don't, won't, abbreviation yaps, ok". Use the word for a number, unless it has three or more digits.
e. The use of word I, me, my, In my mind, In my point, I think, In this essay should be avoiding on the passage that quote.
f. Do not capitalize the theme or refer to the objectiveness/effectiveness of English course.
g. Prefer the use of "you" when discussing people in common.
h. Do not use profanity.

3. Writing Process

Writing is a complex activity that needs strategies; to create a good writing should be begun by several processes. How an idea is obtained. How it is

put together. How they is gotten on paper. How they is polished into piece of writing. It can be said that without good writing process, it will not create good writing.

Some experts have different argument in writing process. Jeremy Harmer suggests that in writing process there are four elements, namely: planning, drafting, editing (reflecting and revising), and the last element is final version.[20]

Furthermore, Thomas S. Kane argues that planning, drafting and revising are not really "steps" in writing process.[21] It means that there are other steps in writing process. Additionally, there are five - step of writing process is described by Donal Graves, namely prewriting, drafting, revising, editing, and the last is publishing[22]. The same opinion is given by Garth Sundem. Five process of writing as follow:[23]

a. Prewriting

Prewriting means includes selecting a topic, thinking about the audience and purpose, and planning[24]. Planning is a mechanism for exploring idea and creative design. Planning involves choosing a topic, exploring ways of

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[20] Jeremy Harmer, *How to teach writing*,(England: Longman, 2004), P.4

[21] Thomas S. Kane, *Essential Guide to writing*, (New York: Oxford University Press, 2000) P.19

[22] Andrew P. Johson, *Teaching Reading and writing*, (U.S.A: Rowman & Littlefield Education, 2008) P. 179

[23] Garth Sundem, *Improving Students Writing Skill*, (U.S.A: Shell Education, 2006), P.42

[24] Nikki Jones & Stephanei Colletto, *Minilessons and Resources to Support the FCAT Writing Assessment*, (Department of Curriculum Development and School Improvement: 2009)P.1

developing it, and making strategies of organization.[25] To make a planning in writing, there are sources to help the writer to be found and produce information in writing, there are: a) memory (remember something we knew). b) Observation (something we seen), or c) research (something we heard someone say).[26]

b. Drafting

The drafting is a selection of subject and organizing the information about the subject into meaningful clusters. Also it is finding the connection among the cluster and discovers the relationship that links the connection.[27] Moreover, Francine Galko states that in the drafting process the writer might make a note to his/or herself to check their facts later. The mechanical parts of the written will not be discussed in this stage. It will be processed at a later step.[28] It can be said that drafting process includes organizing idea, writing thoughts down on paper and focus on content not mechanic.

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[25]Thomas S. Kane, *Op. Cit*, P. 17
[26] MMC. Crimon, *OP.Cit* P.36
[27] *Ibid, 10*
[28] Francine D. Galko, *Better writing right now: Using words to your advantage,* (New York: Learning Express, 2001) P. 49

c. Revising

"Revising is a series of strategies designed to re- examine and evaluated the choices that have created a piece of writing".[29] It can be said that revising is process changing part of writing to create a good writing. The revising stage is time to check, what have said, what that want to say, the writer have said it in clear appropriate way.[30] Revising involves check about purpose, and content. The basic steps in revising the content of writing involved:[31] (1) Think back seriously or read over carefully what have written and try to see what important things emerged. (2) After read over your written, decide what needs to be done. Should you delete parts or add parts in your writing. Make the needed changes, try to figure out what it would add to if the missing parts were there, and then delete parts were not needed.

d. Editing

Editing is a process to summing up the main points of what want to say, obtaining clear in your mind, obtaining into an organized structure and deleting the rest.[32]In this stage capitalization, grammar, spelling, punctuations error will be corrected. Avoid checking about mechanic in

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[29] M.MC. Crimon *OP. Cit.* P.10

[30] Kristin Brown and Susan Hood, *Writing Matters: writing skills and strategies for students of English.* (Honk Kong: Cambridge University: 1989) P.20

[31] Francine D. Galko, *Op.Cit,* P. 75

[32] Geraldine DeLuca, Len Fox, et. al, *DIALOGUE ON WRITING; Rethinking ESL, Basic Writing, and First – year Composition*, (London:LEA, 2002), P.153

step before, because it will make we have difficulty to increase our idea; our brain was separated to think about idea and worrying about our writing mechanics.

e. Publishing and Sharing

Publishing means share the finish product.[33] It means that publishing is making a final copy that is clean, neat and readable. In this stage is time to life up of the written; the written becomes real and share to the reader.

4. Component of Writing

Writing is an activity that not only use physic but also mental, to create a good written, the writer must have more knowledge about writing. The writer should know the component of writing. According to brown there are five general components in writing such as:[34]

a) Content : the substance of writing; the experience of the main idea (unity).
b) Form : the organization of the content (coherence).
c) Grammar : the employment of grammatical form or syntactic pattern
d) Style : the choice the structure and the lexical items to give a particular tone or flavor of the writing.

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[33] http://lewis.cpsb.org/faculty_pages/stacey.blanchard/THE%20FIVE%20STEPS%20OF%20THE%20WRITING%20PROCESS.htm, 4/8/2013

[34] Douglas Brown, Op. Cit. P.335

e) Mechanics : the uses of graphic convention of the language

5. Writing Measurement

Measurement shows the important of each component in writing. There are several model of measurement; one of them will be showed in the explanation below: [35]

The details of writing ability	Score	Level	Criteria
Content	27-30	Excellent	The writer extremely understands the content. The content is very complete and very specific. It is very suitable with the title.
	22-26	Good	The writer understands the content, the content is very is complete and specific although it is less detail.
	17-21	Sufficient	The writer understands the content limitedly. The content is less complete, less specific and less detail.
	13-16	Low	The writer does not understand the content is disconnected and not sufficient to be evaluated.
Organization	18-20	Excellent	The organization is very regular, very neat and very clear. It consists of much idea. It has the logical order and the high cohesion.
	14-17	Good	The organization is regular, neat and clear. It consist much idea. It has logical order and the high logical

[35] Burhan Nurgiyantoro, *Penilaian dalam pengajaran bahasa dan sastra ed*[3], Yogyakarta: BPFE-Yogyakarta, 2003, P.307

			order.
	10-13	Sufficient	The organization is less regulars, less neat, and less clear. It is limited in the idea and has the not logical order. The cohesion is not high.
	7-9	Low	The organization is not irregulars, unclear. It lacks of the idea and has the not logical order. There is not cohesion. It is not sufficient to be evaluated.
Vocabulary	18-20	Excellent	The writing has the extremely large number of the vocabulary. The vocabulary use is very effective. The writer extremely masters the word formation. The diction is very accurate.
	14-17	Good	The writing result has the large number of the vocabulary. The writer masters the word formation. The diction accurate.
	10-13	Sufficient	The writing result has sufficient of vocabulary. To use of the vocabulary is ineffective. The writer does not master the word formation well. The diction is less accurate.
	7-9	Low	The writing result looks like a translation. The writer does not master the word formation. It is not sufficient to be evaluated.
Grammar	22-25	Excellent	The writer extremely masters grammar. There is just title error in grammar without making the unclear meaning.
	18-21	Good	The sentence structure is simple. There is title error in grammar without making the unclear meaning.

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	11-17	Sufficient	The writer feels difficult in using the simple sentence structure. The grammatical error can make the unclear meaning.
	5-10	Low	The writer does not master the sentence structure. The writing result is not communicative. It is not sufficient to be evaluated.
The mechanics of writing	5	Excellent	The writer extremely masters the writing mechanics of word and spelling.
	4	Good	The writer masters the writing mechanics of word and spelling although there is little error.
	3	Sufficient	The writer does not master the writing mechanics of words and spelling. There are many errors.
	2	Low	The writer does not master like writing mechanics writing result is unreadable. It is not sufficient to be evaluated.

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CHAPTER III

RESEARCH METHOD

A. Research Design

It had been known that some methods applied in a research. Qualitative and quantitative are the most popular in this decade. Qualitative research is different from quantitative research. It is line with the purpose of the research. The research that concerns in the influence of ability, knowledge, it is included quantitative research. On the other hand, a research that study about an analysis, error analysis are using qualitative research.

The design of this study is qualitative research. According to Creswell "the research made interpretation of the data. This includes developing an individual or setting description, analyzing data from themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically".[1]It can be said that qualitative research is a research that uses kinds of method to interpret, understand and explain for them from their phenomena in natural setting. Qualitative research often takes place in the natural setting. The qualitative research often goes to the site

[1] John w.Creswell, *Research design: qualitative, quantitative, and mixed method approaches (2nd Ed)*, (New Delhi, Sage Publication,2003), P.182

(home, office) of the participant to conduct the research.[2] It can be inferred that by qualitative research, the researcher will have more option to do his research in many places that will be wanted by the researcher.

In this research, the researcher has been used qualitative research. The researcher shall select case study as the type of research. It becomes the researcher's deliberation because of some considerations on the cases that have been identified by the researcher at the eleventh graders of Senior High School I Kibang. According to Pauline V. Young, a comprehensive study or a study concerns with items, details, facts, and information of the social unit either the unit a person, a group, a social institution, a district or a community, is mentioned as definition of what the case study is.[3]

B. Data Source

For gathering information for a research need accurate data. Sutanto Leo et.al Explain that "there are basically two kind of source, namely primary source and secondary source is firsthand information. Then secondary source provide secondhand information".[4] In this research primary source is students' documen. Meanwhile, secondary source is from interview of the students,

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[2] Ibid. P. 181

[3] C. R. Kothari, *Research Methodology: Methods and Technique*, (New Delhi: New Age International Publisher, 2004), p. 113

[4] Sutanto Leo et.al, *English for academic purpose*: essay writing,(Jakarta: penerbit andi, 2007), P.70

books, articles, English dictionary, encyclopedia, and documentation that are related to the research.

C. Data Collection Technique

Creswell assumed that "in many qualitative studies, inquiries collect multiple forms of data and send considerable time in natural setting gathering information''.[5] To conduct the research, the researcher will take some data from the students at the eleventh graders of Senior High School I Kibang. Therefore, the researcher uses some techniques to collecting the data, as follow:

1. Documentation

During the process of creating the research, the researcher may collect documents. Documentation is a tool to collect some information in the form of written source or documenter such as books, magazines, daily notes, and so on[6].

Based from the statement above, the researcher gather the data from the students' spoof text writing at the eleventh graders of senior high school I Kibang. The researcher brings some the students' document from the English teacher at the eleventh graders of Senior High School I Kibang and then the

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[5] John W.Creswell, *Op.Cit*, P.184

[6] Edi Kusnadi, *Metode penelitian*, (Jakarta Timur : Ramayana Pers and STAIN Metro, 2008), P.102

researcher copy it. Students' spoof text writing is used to support the researcher in nothing the event or information related to analysis students' difficulties in writing spoof text.

2. Interview

Interview is a meeting of two persons to exchange information and idea through question and responses, resulting in communication and join construction of meaning about particular topic.[7] It illustrate that the data can be found by given questioners to participant as source information. The researcher will more understand about participant and the phenomena by interviewing. The researcher uses the depth interview by the reason that the participants are not equally as interviewee. Hence, they would be enjoying answering the questions. Creswell argued that "these interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants".[8]Interview will be used by the researcher as the second technique to collect the data. The researcher will interview the students at the eleventh grades of Senior High School I Kibang. Interview will be done when the data from documentation is not enough to support this research.

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[7] Sugiyono, *Metode Penelitian Kuantitative dan R&D*, (Bandung:Alfabeta, 2009), P.219
[8] John W. Creswell, Loc.Cit P.188

D. Data Analysis Technique

Bognan (in Sugiono) explains that " Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others".[9] It can be inferred that analysis data is done systematically; hence the researcher can give information about the conclusion to the others. There are several models of technique analysis data, namely Constant Comparative Study, Spradley Model, Miles and Hiberman Model, and Creswell Models. The writer will use Creswell Model in analyzing data. Creswell explained the data analysis techniques in following steps:[10]

1. Gathering the data

   Organize and prepare the data for analysis. This step includes scanning material, typing up field note, and sorting and arranging the data into different types depending on the source of information.

2. Grouping the data

   Use the coding process to generate a description of the setting or people as well as categories or themes for analysis.

3. Selecting / displaying

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[9] Sugiono, *Op.Cit* .P.244
[10] John W. Creswell, *Op. Cit*, P.191

The writer should display multiple perspective from individuals and be supported by diverse quotations and specific evidence.

4. Interpretation

   A final step in data analysis involves interpretation of the data. "What were the lessons learned" captures the essence of this idea.

E. Approach

There are two basic approaches to research, namely quantitative and qualitative research. In this occasion, qualitative case study research will be chosen by the researcher. The researcher will apply several procedures for conducting the research:[11]

1. First, the researcher determines the case for study.
2. Identifying the type of case. The researcher considers what type of case study is most promising and useful.
3. Collecting the data, in this research, the researcher collects the data taken from students' spoof text writing. The researcher uses some instruments to collect the data, by documentation and interview.
4. Analyzing these data, the researcher will analyze the data that has been taken from some instruments.

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[11] John W Creswell, *Qualitative inquiry and research design: Choosing among five Approach*, (U.S.A: Sage Publication, 2007), P.74

5. Finally is interpreting phase. The researcher reports the meaning of the case. By learning about the issue of the data, the writer will obtain the meaning of the case.

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CHAPTER IV

RESULT OF THE RESEARCH

A. Research Setting

1. The Historical Background of Senior High School I Kibang

School is one of the educational institutions that organize the learning process to guide, nurture and develop the potential of learners to achieve education. As a society, learn the characteristics of its own, as if not only to develop the potential of science and engineering that are sheer, but also must be able to guide them in order to have the attitude and personality to suit the demands of religious values. Senior High School I Kibang is one of the general secondary education institutions are addressed in the Jl. Raya Kibang, Margototo Village Metro Kibang district East Lampung regency of Lampung Province, Senior High School 1 Kibang was established in 2001 and was active in July 2001.

Moreover, Senior High School 1 Kibang had happened several times a change of the baton, at its inception in 2001, who served as the Headmaster is Drs. Jamaludin and only served until the mid cawu II. The duty of leadership was continued by Hj. Dra. Rosa Kaswanty until the last academic year of 2010/2011. Then, the headmaster of this school was

continued by Suripto, S.Pd. until now. Suripto, S.Pd as a deputy of head master in Senior High School 1 Kibang.

2. The Profile of Senior High School 1 Kibang

Senior high school I kibang was located in east Lampung. This school has vision, mission and goals. it was determined by the Principal and staff representatives of the Board of Education of the school committee, and then it was disseminated to all citizens of the school.

Vision Senior High School 1 Kibang Smart in thinking, behaving courteously, insightful, mastering science and technology, arts and sports, was based on faith and piety to produce graduate students who had self-reliant and prepared to pursue higher education.

Mission of Senior High School 1 Kibang are Creating affective learning environment in an effort to improve the quality of learning. Cultivate a spirit of excellence and sound reasoning to students, teachers and so strong willed to go ahead.

The Purpose of Senior High School I Kibang is 1) Being a champion in the field of sports both district level and provincial level. 2) The achievement of improved teacher competence and workforce within the framework of the implementation of ICT-based learning. 3) Being a champion in art both the district level and provincial level.

B. The Students' difficulties in writing Spoof Text Writing

Spoof text should be written based on the characteristic of spoof text. The guidance of writing spoof text must follow linguistic structure and linguistic characteristic of spoof text. Furthermore, the students' difficulties in writing spoof text based on linguistic structure and characteristic of spoof text will be analyzed in this chapter.

1. Linguistic Structure of Spoof Text

Linguistic structure of spoof text or it can be called as generic structure of spoof text consists of orientation, event and twist. It was explained in chapter II. The students' difficulties in writing spoof text for the linguistic structure will be analyzed based on three points of linguistic structure, namely orientation, events and twist.

a. The orientation

Below the some organization of students' spoof text writing.

1) *"One day there was a man who live in the village, he named Paijo is naïve and innocent. Live alone in a modest house, since his parents had died. He worked as a farmer in the fields"(st. Np)*
2) *"One day there is a girl her name is Diana. Diana went to market to shoping. And then tomorrow she want to go to mobile phone store to buy a new mobile phone, because her mobile phone was broken".(st. Cs)*
3) *In a city there is a hospital there janitors named roni. Roni tasked to clean all parts of hospital. But he is very happy if in order to cleanse the morgue".(St. Id)*
4) *"Principal sticking announcements, the students rushed see school wall magazine. They were all delighted to see the announcement that contains about dance that will be carried on later tonight. Cahya feel confused to see her*

friends after seeing the announcement. Cahya is a new transfer student from papua moving to Jakarta, cahya do not understand what the dance. Cahya asked her friends what the dance, but they laughed and no one wants to answer question.(St. Dn)

5) *"in cool night, Ica await the Roni of house Ica, yesterday they have promise with.(St.Sk)*
6) *"In the bright morning, a little girl 6 year old girl named Jeni was talking to her mother" (st. Jm)*
7) *"Once upon a time, there was a village. This village named roses village. There was news about robber in this village. The next day, there was a man, he walked proudly by using civvies and he used tattoo.(st.Ld)*
8) *"Riky very dislike Mathematics. Because of that, he always feeling pain when he attend the match class".(st. Zi)*
9) *"One day there is a guy and a girl named robi, named Michele was sitting the park they are cool to chat". (St. Is)*
10) *"One nigh, when everyone was sleep. There were two employes of an office at work. They were named jack and cole. Long after dark when jack felt the urge to urinate"(St.Mi)*

Before going to discuss the data, the researcher gives the coding of the students by (St) means student. The quotation From10 students above, it can be seen that there are 8 students can create orientation well, the students that can write orientation well are (Np, Cd, Id, Dn, Jm, Is, Ld, Mi). It can be said that 8 students above have not difficulties in writing orientation. It is shown from their orientation that can answer who is the participant or the setting clearly. Meanwhile, the other 2 students have difficulties in writing orientation. The students that have difficulties in writing orientation are (Sk and Zi), the orientation of (st.Sk) can be seen from the quotation above that her orientation can not

provide who the participant or the setting clearly, her orientation like tell about an event. She tells about Ica activity in cool night. (st.sk) did not tell who Ica is. It will be good orientation if she writes like the orientation below:

There was a beautiful girl named Ica. She lived in a village. She has a boy friend and she loved him very much.

Meanwhile, The (st.Zi) from her orientation the reader can not understand who is the participant (Riky) or the setting clearly, it caused they not tell who is Riky, on her writing there is not an orientation. Her first paragraph is not an orientation but it is an event. The students (Zi) should write orientation that can provide the participant. For example:

Some year ago, I had a classmate named Riky. He was very dislike with mathematic subject. Hence, he did not understand about the question of his teacher.

By calculating the number of students' difficulties, the percentage of it can be inferred as follow: 80% students have not difficulties in writing orientation, while the other 20 % find it difficult.

b. Events of students' spoof text

The quotation below will show the events of the students' spoof text writing.

1) *"Today he instruct his neighbor to neighbor's work in the field for flowing fields. After a day of work in his neighbor's field, he finally completed his work. Late afternoon neighbors* give

money as a reward for paijo who has plowed his fields. Parman come paijo home with anew phone . "the new phone jo mine, really good jo, jo can make surf" parman said to paijo, paijo have though to by mobile phones. Paijo next day to buy mobile phones."(st.NP)

2) *"the next day Diana go to that store to buy the mobile phone until the house her mobilephone, suddenly ringing there was a people call she. because Diana was in toilet, she was ask her grandmother to lift her mobile phone.*
Diana said : grandma please reply my mobile phone
Grandmother: yes...grandma already reply, but why the mobile phone was ringing again and again?"(St. Cs)

3) *"One day when roni was cleaning patient rooms by calling his boss. Roni here 'yes ser' rony went to clean the morgue. Cleaning the morgue after he was soon closed the mortuary door.* (st.Id)

4) *"Night has arrived, but cahya still confused what the dance and dress what to wear. Cahya decided to wear clothes according to hear good." (st.Dn)*

5) *"One clock later then ica await but Roni do not come, by what pitying his is ica fetch the roni, ica let the wind blow to hit its body.Hastly ica come to house Roni with a fold bold light and Ica even also say to Rony: "become do not look for frog? In a waiting from mentioned do not come."*(student: SK)

6) *She said to his mother "mom is the cause of flood?" his mother replied "flooding is caused of human being that not throwing garbage into the garbage dump. Then jeni asked her mother "mom, what is the garbage?" "garbage is stuff that has no use anymore. So, it should be discarded rubbish into the place to prevent flooding".And after school jeni asked her mother "mom, what the flood was also caused by the rain?"Her mother replied, "Yes, because it's in the form of flood water".In the evening, when they were watching TV, suddenly the rain came down. Jeni went to her bed room hastily. Seeing grotesqueness of her daughter, then she run to jenis' bed room "Jen what are you doing?" She said. And jeni said.(st.Jm)*

7) *"The man ask to one of old woman, "excuse me, I am sorry mom, is it rose village?" then the old woman answer his question "yes that's right, it is rose village. What happened?" she ask. "Oh ...no... ".he said. Suddenly, the old woman was panic and she though that this man is civilian. Then, the old woman told to the other woman. Hence, this village became crowded. It was caused by attendance this man. After that, he ran in the field. There were children that were playing kites. Behind him, there were two men wearing police uniforms." (St.Ld)*

8) *"One day the teacher asked him "3 plus 2 ½ plus ¼ equals?"ricky confused and only answered I don't know, sir." Okay riky. I'll make it easy. If 3kg egg, plus 2 kg wheat flour, plus half sugar and plus quartew salt, it equals?"(St.Zi)*

9) *"Michele : dear, you do not love me the same?robi: I love you so much. Michele: if I were a flower, you want to be?I'm so beetles. Michele: why?robi: it could be near you constantly."(St.Is)*

10) *"jack: "hey cole come with me to toilet!"*
Cole : what you do not know about the ghost story at our office toilet?'
Jack: "yeah I already know. But I have had enough." Finally, Cole take jack to the toilet. Arriving at the toilet, jack was immediately entered into the toilet while cole was waiting at the door.
"Srekkk!"
Cole :What's that noise?"
"Srrreeeeeeekkkk"!
Cole ran over backwards to leave jack is still in the toilet. Shortly thereafter, jack was back from the toilet.
Jack: why did you leave me alone?
Cole I heard something on there!"
Jack : never mind, it's only because your sleepy. Lets make coffee good day! Finally, they brew coffee good day and back to work. Not longer than that, the office lights flashing, visible male figure with a whote face came to them and take something.(St.Mi)

The events of the students spoof text can be seen from the quotation above. The quotations show that 10 students can write or create events on their text. Event tells what happened in what sequence. They can tell the events step by step based on the sequence clearly. So, the reader can know about the event of their story clearly. It can be said that 10 students did not have difficulties in writing and tell the events of spoof text. It can be percentage that there are 100% students have not difficulties in writing events.

c. Twist of spoof text

On the sentence below is part of the last paragraph of spoof text or it can be said as a part of twist based on generic structure of spoof text. The quotation below will show how part of twist in students' spoof text writing.

1) *"ehh jo why are you holding the fence your house?"parman said. I have just bought yesterday a new phone, my phone is locked, on my phone last fence written press okay, so I was holding the fence of my house, but the my phone remains locked."*(St.Np)

2) *(Diana out from the toilet) how not ringing, if the keypad not you to press only grandma reply the mobile phone.(St.Cs)*

3) *"the two men ran after the boy and residents were busy chasing the boy was involved. And when the young man and two men stopped , the young man shouted "Hurrah, finally manged to kite I took"and the to men were wearing police uniform shouted "woy, just delicious, these kites which we first go it. Our first run after the kite. Return the kite!"(*St. Ld)

4) *After cahya arriving at the dance her frends laugh because look cahya using traditional dresses of papua. Cahya thought that it was a dance party that uses traditional dresses."(*St.Dn*).*

5) *Rony: "hastily, ica come to house roni with a fold bold light and icaeven also say to Rony. "become do not look for frog? In a waiting from mentioned do not come."*(St: Sk)

6) *I will put it into the box, then I will throw it into the place. "What for?" she said.*"If there is a flood, the flood will not come to my house." Jeni said." (St.Jm)

7) *"Immediately he changed chlotes with clothes doctor. He also completed as a doctor who was examining his pasiae the morgue occupants who had died". (St. Id)*

8) *" cake "answer Riky quickly.(St.Zi)*

9) *Suddenly the sound of prutzzzz.....*
Robi was shocked.
Robi: dear, you farts so,,??
Michele:he) (sheepishly)
Yes dear, why stink so?
"Robi: no, really fragnant
Michele: like perfume overseas yach
Robi: no
Michele:continue?
Robi :like a corpse flower". (st.Is)

10) "male : hey you are Indonesian people. You should drink top coffee, of an Indonesian".(st.Mi)

Every one has different humor sense, so every one has different competence to create twist. The researcher tried to analysis the twist of 10 students spoof text based on the definition of twist in chapter II.

From 10 students above there are some students that can create twist well, namely: (St. Np) he could create good twist because, the

reader never predict the final of their story will be like that. It is mean that the story is unpredictable before. Moreover the other students, such as: (St.Np, St.Cs, St.DN, St.Jm, St.Ld, St.Zi, St.Is, St.Mi) also could create the end of the story that unpredictable, and their story can make some peoples laugh. The twist of (St.Np) tells how stupid people and it can not be predicting before by the reader. (St.Jm) tells how smooth the children. (St. Mi) tell about ghost but the end of his story asked someone to drink top coffee, coffee of an Indonesia. So, the ending of their story, it could be said as twist.

From the explanation above, it can be conclude that 9 students have not difficulties in creating a twist. Meanwhile, (St. Sk) the end of their story is could not be said as a twist. Her story just liked a re solution of a text or it can be said it is like a narrative text. It can be seen from the last paragraph:

"hastily, ica come to house roni with a fold bold light and ica even also say to Rony. "become do not look for frog? In a waiting from mentioned do not come.

The meaning of paragraph above or the resolution is Ica came to Roni's house and asked about their planning to found a frog because Ica waited him and he did not come soon.

From the analysis above can be concluding that 9 students can create twist well. Then 1student can not create a twist. It means that 90% students have not difficulties in writing a twist, while the other 10 % students have difficulties in writing a twist.

2. The Linguistic characteristic of spoof text

Linguistic characteristic of spoof text or also called as significant grammatical features of spoof text is about tense that is used, time connective and conjunction. That was explained in chapter II. It will be clearer if it is analyzed based on point of linguistic characteristic of spoof text below:

a. Past tense

The quotation below will show the sentence of students' spoof text that not appropriate with the formula of Past tense.

1) *"One day there was a man who lived in the village,* ***he named Paijo is naïve and innocent. Lived alone in a modest house, since his parents had died.*** *He worked as a farmer in the fields.*
Today he instruct his neighbor to neighbor's work in the field for plowing field. *After a day of work in his neighbor field, he finally completed his work. Late afternoon* ***neighbors give money as a reward for paijo who has plowed his field.***
Parman come to paijos home *with a new phone. "the new phone jo mine, really good jo,jo can make surf".*

Parman said to paijo. ***paijo have though to by mobile phones. Paijo next day to buy mobile phones.***
Parman walked past the paijo house and saw holding her gate "ehh jo why you holding the fence your house? parman said to paijo. "I've just bought yesterday my new phone, my phone is locked, on my phone last fence written press okay, so I was holding the fence of my house,but my phone remains locked" ***paijo to parman said. Parman simply smiles to paijo.*** *"paijo means that the fence is not a fence of your house!'Parman said to Paijo.* ***Paijo also learn to use the phone with parman".*** *(St. Np)*

2) *One day,* ***There is a girl. Her name is Diana. Diana go to market. And then tomorrow she want to go to mobile phone store*** *to buy a new mobile phone, because her mobile phone was broken.* ***The next day Diana go to that store until the house their mobile phone suddenly ringing there was a people call she. She ask her grandmother to lift her mobile phone.***
Grandmother: Yes...grandma already replay, but why the mobile phone was ringing again and again?(***Diana out from toilet)***
Diana: ***how not ringing if the keypad not you to press only grandma reply the mobile phone.****(St. Cs)*

3) *In a city,* ***There is a hospital there janitors.*** *Janitors named Roni.* ***Roni tasked to clean all parts of the hospital. But he's very happy if in order to cleanse the morgue.***
One day when Roni was cleaning patient rooms by calling his boss.
Roni here
Yes sir
Now You clean the morgue
'yes sir'
Roni went to clean the morgue.
Cleaning the morgue after He was soon closed the mortuary door. *Immediately, he changed clothes with closed doctor. He also competed as a doctor who was examining his pasiae the morgue occupant.* ***Who had died.*** *(St. Id)*

4) *Principally sticking announcements,* ***the student rushed see school wall magazine.*** *they were all delighted to see the announcement that contains about dance that will be carried on later tonight.* ***Cahya feel confused to see friends happy after seeing the announcement. Cahya is a new student from papua moving to Jakarta. cahya do not understand what the dance.*** *Cahya asked her friends what the dance, but they laughed and* ***no one wants to answer the question. night has arrived,*** *But cahya still confused what the dance and dress what to wear.* ***Cahya decide to wear clothes*** *according to her good.* ***After arriving at the dance cahya her friend laugh because look cahya using traditional dresses of papua.*** *cahya though that it was a dance party that uses traditional dance. (st. Dn)*

5) *In cool night,* ***Ica await the roni of house ica. Yesterday they have promised with. One clock later then ica await but roni do not come. By what pitying his ica fetch the roni, ica let the wind blow to hit its body.*** *hastily,* ***ica come to house roni with a fold bold light and ica even also say to rony. Become do not look a frog? In waiting from mentioned do not come.*** *(st. Sk)*

6) *"In the bright morning, a little girl 6 year old girl named Jeni was talking to her mother She said to his mother "mom is the cause of flood?" his mother replied "flooding is caused of human being that not throwing garbage into the garbage dump. Then jeni asked her mother "mom, what is the garbage?" "garbage is stuff that has no use anymore. So, it should be discarded rubbish into the place to prevent flooding".And after school jeni asked her mother "mom, what the flood was also caused by the rain?"Her mother replied, "Yes, because it's in the form of flood water".In the evening, when they were watching TV, suddenly the rain came down.* ***Jeni hastily into the bed room. Seeing strange behavior jeni mother directly....her daughter,*** *"jen, what are you doing?"says his mother jeni and said "mom, I'm cleaningmy room from the garbage and put it into the box, and threw it into place."for what?"she said. " So then if there was a flood, the flood did not reach our home" says jeni (st. Jm)*

7) *"Once upon a time, there was a village. This village named roses village. There was news about robber in this village. The next day, there was a man, he walked proudly by using civvies and he used tattoo.* ***The man ask to one of old woman,*** *"excuse me, I am sorry mom, is it rose village?"* ***then the old woman answer his question*** *"yes that's right, it is rose village. What happened?"* ***she ask.*** *"Oh ...no...".he said. Suddenly, the old woman was panic and she though that* ***this man is civilian.*** *Then, the old woman told to the other woman. Hence, this village became crowded. It was caused by attendance this man. After that,* ***he run in the field.*** *There were children that* ***were playing kites.*** *Behind him, there were* ***two men wearing*** *police uniforms.* ***the two men run*** *after the boy and residents were busy chasing the boy was involved. And when the young man and two men stopped , the young man shouted "Hurrah, finally manged to kite I* ***took****"and the to men were wearing police uniform shouted "woy, just delicious, these kites which we first go it. Our first run after the kite. Return the kite!"(st.Ld)*

8) *"* ***Ricky very dislike mathematics. He always feeling pain.*** *One day the teacher asked him"3 plus 2 ½ plus ¼ equals?"ricky confused and only answered "I don't know, sir." Okay riky. I'll make it easy. If 3kg egg, plus 2 kg wheat flour, plus half sugar and plus quartew salt, it equals? "cake "answer riky a quickly.(st.Zi)*

9) ***One day there is a guy and a girl named robi, named Michele was sitting the park they are cool to chat***

Michele : dear, you do not love me the same?
robi: I love you so much.
Michele: if I were a flower, you want to be?
Robi:I'm so beetles.
Michele: why?
robi: it could be near you constantly
Michele:hemmzzzztt...
So sweet.....
Suddenly the sound of prutzzzz.....
Robi was shocked.
Robi: dear, you farts so,,??
Michele:he) (sheepishly)
Yes dear, why stink so?(st.is)

10)*One nigh, when everyone was sleep. There were two employes of an office at work.* ***They were named jack and cole.*** *Long after dark when jack felt the urge to urinate*
jack: "hey cole come with me to toilet!"
Cole : what you do not know about the ghost story at our office toilet?'
Jack: "yeah I already know. But I have had enough."
Finally, ***Cole take jack to the toilet.*** *Arriving at the toilet, jack was immediately entered into the toilet while cole was waiting at the door."Srekkk!"*
Cole :What's that noise?"
"Srrreeeeeeekkkk"!
Cole ran over backwards to leave jack is still in the toilet. *Shortly thereafter,* ***jack was back from the toilet.****Jack: why did you leave me alone?*
Cole :I heard something on there!"
Jack : never mind, it's only because your sleepy. Lets make coffee good day!
Finally, ***they brew coffee good day and back to work.*** *Not longer than that,* ***the office lights flashing,*** *visible male figure with a white face came to them and* ***take something.***
Male: hey you are Indonesian people. You should drink top coffee, of an Indonesian. *(st. Mi)*

The written that was written bold is the wrong sentence of the students. Error of students 1 (st. Np) the first is the using of (he) before named it will be better if (he) is not used. The second, the word (is) should be changed be (was) because, the third ***"Lived alone in a modest house, since his parents had died"*** before word "lived" should be added a subject. The word had must be changed (was). The fourth ***Today he instruct his neighbor to neighbor's***

work in the field for plowing field. The word today is not used in past tense so the adverb of time should be changed, the word instruct must be instructed. The fifth errors are ***neighbors give money as a reward for paijo.*** The word give must be changed into gave. The sixth errors are ***Parman come to paijos home.*** Come is the verb base, and past tense always use verb past (came). The seventh errors are *paijo* ***have though to by mobile phones.*** The word have should be deleted. The eight errors are ***Paijo next day to buy mobile phones,*** the structure of the sentence is not appropriate with the formula of past tense, it can be write the next day paijo bought mobile phones. The ninth errors are ***paijo to parman said.*** The ten errors are ***Parman simply smiles to paijo.*** Smiles should be changed verb II (smiled). The last errors of students number I is ***Paijo also learn to use the phone with parman.*** It is wrong because he used the word (learn not learned).

Errors of students number 2. The first is ***There is a girl.*** The second ***Her name is Diana.*** The third ***Diana go to market.*** The fourth ***And then tomorrow she want to go to mobile phone store.*** The fifth ***the next day Diana go to that store until the house their mobile phone suddenly ringing there was a people call she.*** The sixth ***She ask her grandmother to lift her***

mobile phone. The seventh errors are ***Diana out from toilet)*** The eight errors are ***how not ringing if the keypad not you to press only grandma reply the mobile phone.*** The errors of students number 2 (st. Cs) is about the using of verb. From the first errors until the sixth errors the students always use verb base in her sentences. The last errors are about the structure of the sentence.

The errors of the students number 3 is about the using of verb II, most of the sentence of (st. Id) used verb base. Furthermore, she has errors in writing the structure of the sentence such as: ***One day when Roni was cleaning patient rooms by calling his boss. Cleaning the morgue after He was soon closed the mortuary door.***

The errors of students number 4, from the quotation of students' writing number 4 can be seen that their errors is about the using of verb past in past tense.

The errors of students number 5 is also about the using of verb past. Most all of the written of students number 5 did not use verb past, but she used verb base. The errors of the students' number 5 can be seen from her writing above, that she can not arrange the sentence based on the grammatical structure.

The number errors of students number 6 is different with the other, she can use verb past well, although she still has

errors in some sentence, Such as; ***Jeni hastily into the bed room. Seeing strange behavior jeni mother directly....her daughter.*** From this sentence can be seen that her grammatical structure of this sentence is wrong.

The errors of student number 7 are about the using of verb past (ask) and run, were playing it should be changed into verb past. The word took should be changed into take.

The errors of the student number 8 are still about the using of verb past. The same errors were found in students' number 9 and 10. Their errors was also about the using of verb past in past sentence.

It can be seen from the quotations of the students' spoof text that all of the students had an error in their spoof text that used past tense. It means that 10 students has difficulties in writing spoof text based on the tense. It has presented of 100% students from the data, they had difficulties in writing spoof text based tense of spoof text.

b. Connective and conjunction

The quotation below will show the students connective and conjunction in their spoof text writing that not appropriate with the linguistic characteristic of spoof text.

1) *Not longer than that*...(st. Mi)

2) *And after*...(st. Jm)

In terms of content it can be explained that 2 students still can not use connective and conjunction well. In contrary 8 students from 10 students can used connective and conjunction well. It has percentage of 20 % students have difficulties in using connective and conjunction in the sentences.

To get the accurate data, the students were interviewed on June, 7 th 2013 to answer the question. The first question is "*what are your difficulties in writing spoof text? Making an orientation, event, twist or write the sentences use tense of spoof text?*

The students answer as follow:

1) (st.Np) write the sentence used tense of spoof text.
2) (st.Cs) write the sentence used tense of spoof text.
3) (St.Sk) making orientation, creating twist and write sentences correctly.
4) (st Zi) making orientation, using tense correctly.
5) (St.Mi) write sentence use tense of spoof text.

The second question is "*why you think that tense of spoof text is difficult?*" they stated strongly in different argument. The following expression can support of the difficulties mentioned.

> "*I think tense is not easy but is not difficult too. Sometimes I feel my writing is good but in fact there was some grammatical error in my tense.* " (st. JM)

> " *I feel tense is very difficult, I always forget about tense because there was many kinds of tenses. I can not remember about the formula of tense. So, my tense in my spoof text may be not good.*" (st. NP)

> " *hemh....I am very had tense, because it is very difficult. When my teacher gave me task to make spoof text, I could not write it well.* " (st. Sk)

> " *yes, I have difficulties to remember verb past. Hence sometime my sentence is wrong*" (St. Cs)

C. Discussion

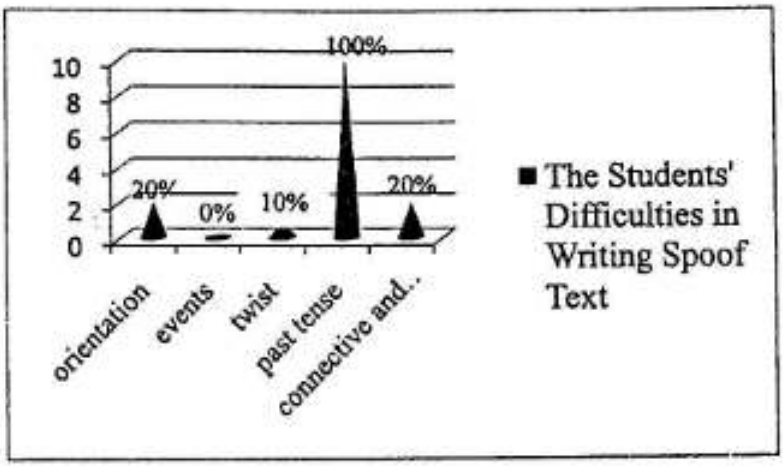
The students' difficulties in writing spoof text in this research will be analyzed from linguistic structure of spoof text and linguistic characteristic of spoof text.

Further into the discussion, the linguistic structure of spoof text has three important parts namely: orientation event and twist. Furthermore linguistic characteristic of spoof text that will be analyzed in this context are tense (past tense) and connective and conjunction. The students' difficulties in writing spoof text will be explained from the description below:

1. Students' difficulties in writing spoof text based on Linguistic structure.
    a. The percentage of the students' difficulties in writing orientation is 20%.
    b. In writing about events of the spoof text the students have not difficulties. It caused the students can tell the events step by step. It can be assumed that the percentage of the students' difficulties in writing event is 0%.
    c. There are 10 % students that have difficulties in writing twist. And 90% of the other students have not difficulties in twist
2. Students' difficulties in writing spoof text based on Linguistic Characteristic of spoof text.
    a. The explanation before was shown that the percentage of the students' difficulties in writing spoof text based on tense is 100%.
    b. In terms of content before, the percentage of the students that has difficulties in using connective and conjunction in sentences is 20%.

Based on the data above, the students difficulties in writing spoof text can be simply describe in the following table:

Figure 1. The Students' difficulties in Writing Spoof Text



From the table above, the study was carried out among 10 participants. It should be argued that 2 students felt writing orientation in spoof text is difficult, and all of 10 students have not difficulties in writing events in spoof text. Meanwhile, 1 student felt difficulties in creating a twist. Furthermore, 10 students from 10 participants have difficulties in writing sentences in spoof text using tense of spoof text. And 2 students from the data have difficulties in using connective and conjunction in sentences.

Finally, it can be assumed that each student have difficulties in writing text. But, their have different difficulties once to another. And some of them not only have difficulties in one part but also in other part.

STAIN JURAI SIWO METRO

CHAPTER V
CONCLUSION

A. Conclusion

Based on the discussion in chapter IV, the students' difficulties in writing spoof text can be described from this following statistical percentage:

The students' difficulties in writing spoof text based on linguistic structure of spoof text, there were 0% in event, 10 % students in twist. And the percentage of students' difficulties in orientation is 20 %.

Furthermore, the percentage of the students' difficulties in writing spoof text based on linguistic characteristic is 20% students have difficulties in using connective and conjunction. And there were 100% of the students have difficulties in writing using tense of spoof text (past tense).

Based on the percentage of the students' difficulties above, this research can be conclude that the students have difficulties in writing spoof text based on linguistic characteristic. Hence, the students writing can not be said good writing, because there were errors in linguistic structure of their text.

B. Suggestion

This research is pointed out to give the suggestion for:

a. The Participant

The participant should increase their performance in writing spoof text, especially their knowledge about linguistic characteristic of spoof text. The participants must be able make a sentences used tense based on the event.

b. The teacher

The teacher should improve their performance by increasing their knowledge about how to write spoof text well based on linguistic structure or linguistic characteristic.

c. The further researcher

The further researcher who wants to conduct the related research should be mostly intensive.

CURRICULUM VITAE



December 28, 1990 was the writer's birth day. she was born in Margototo village, east Lampung. She is the first child of four children of Bapak Joko Triono and ibu Laminem.

She firstly went to school at Elementary School 4 Margototo (1997-2003). After finishing her study at the school, she continued to study at SMP 1 Kibang (2003-2006). Talking about school, the writer's parent always suggested her to study at regular school. She, therefore, selected SMAN 1 Kibang as her high school from 2006-2009. In the school, she frequently took a part in some academic and non academic competition. Because of her loving English, since 2009 until now she has been studying at English Education Program of State Islamic College of Jurai Siwo Metro.

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