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CHAPTER II

RIVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Writing

a. Definition of Writing

When we talk about writing, some people assume that writing is an easy thing to do. Many writings are produced in a day especially for writer's daily life like filling forms, making lists, writing friendly letters and formal letters, note taking and academic writing, but not many of them are deserved to get publish. Because it is not all of those writing, consider the very basic reason why we do writing. Writing is an activity of exploring the writer's thought to arrange the ideas into words which are communicated in meaningful way. Through writing, the message is created and delivered to the readers. Therefore, before writing, we need to know what writing is and what it is for.

According to Alice (2006, p.265), writing is a process of creating, organizing, writing and polishing. In the first step of the process, we create ideas. In the second step, we organize the ideas, in the third step, we write a rough draft, in the final step you polish your rough draft by editing it and making revisions. Based on the definition above the researcher assumed that writing is a way to produce language that comes from our thought. By using writing,

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we can share our idea, feeling or anything that exist our mind. It is written on a paper or computer screen.

In addition, Nunan (2003, p. 89) writing can be defined by a series of contrast:

- 1) It is both physical and mental act. At the most basic level, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.
- 2) It is both a process and product. The writer imagines, organize, draft, edits, reads, and rereads.
- 3) Its purpose is to express and impress. Writers typically serve two masters: themselves, and their own desire to express and idea or felling and readers, also called the audience, who need to have ideas expressed and certain ways.

Walters in Syafi'i (2016, p.134), tries to differentiate between definition of composition and writing. In his notion, he reveals composition as the system or aggregate of grammatical rules, lexical items, and rhetorical patterns needed by and individual to produce a finished text. On the other hand, he defines writing as the application of those rules to produce a text. In other words, one can be said writing if the employs the three at once conceived in writing – the employment of grammatical rules of the language, the employments of the lexical items to be used

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appropriately to the context in which he presents, and the employment of the rhetorical patterns of writing mode expression. Base on the statement above the researcher assumed that the composition and writing have the similarities, which is the same activity to express the ideas in writing form.

b. The Process of Writing

In line with the statement or definition of writing above, it is outstandingly seen that writing is not simple activity because there are a lot of aspect to be deliberated in the process of writing. According to Dilkawati (2012, p. 46 - 53), the process of writing are planning (Pre-writing), drafting, revising, editing, and finished product. The process of writing might include several stages as in the following explanation below:

1) Planning (Pre- writing)

Points out of prewriting are viewed as thinking before writing. A writer will strive hard to perform the product of his writing in a good performance either in the aspect of content, organization, vocabulary, language, use or mechanic. To reach a qualified writing product, of course, it needs an adequate preparation. The writers have to consider the purpose of their writing since this will not only influence the type of the type of the text they want to produce, but also the language they use and the information they choose to include. Prewriting is an

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activity that encourages the students to write. It stimulus thought for getting started about the topic before writing first draft. In fact, it moves students away from having to face a blank page toward generating ideas and gathering information for writing.

2) Drafting

In this stage, students begin to develop and form their ideas from their thought into more concrete form. The process as follows:

- a) Write down who your audience will be and the purpose of your writing is.
- b) Write down your topic sentence and underline it. It helps you to focus on,
- c) Write details, information, example, to support your topic sentence,
- d) Write your paragraph, follow your outline as closely as possible,
- e) Don't worry about grammar, spelling and punctuation, just put the information as much as possible in your writing. This draft is not necessary perfect. Later on, it will follow revising stage. Troyka in Dilkawati (2012, p. 48) explains that the purpose of taking draft is to get your ideas into the paper, to refine grammar.

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3) Revising

Revising occurs when writer looks for feedback from a teacher or other students. The teacher does not to be the only one who gives students feedback. When student revise, they review their text of the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors. It is done to improve global content and organization of ideas so that the writer is made clearer to the reader.

4) Editing

To finish well, the writers have to edit their writing. The writers edit in the later stage of writing to recheck the whole text to make sure what they want to write same as what they intend to say. They have to check from the clarity of ideas to the sequence of paragraph, the choice of words, and the correctness and accuracy of the text, spelling, and punctuation. Mostly, in editing stage, the students will improve their writing based on their weaknesses or mistakes made at the draft stage.

5) Final Product

The last stage is finishing product it means the writer still has opportunity to improve their writing because writing is a

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product that can be finished when the writer feels satisfy with their work.

c. The Purpose of the Writing

Generally, writing is done for a purpose and for particular audience. There are many purposes of writing such as to convey, to inform, to convince, to persuade, to entertain, maintain friendly contact, to store information, to help remember information, etc. In delivering information through writing, the purpose will shape the way you convince it. Simply, the purpose of writing will determine the types of writing will be created, for instance, if the writers want to describe an object, the types of writing is descriptive essay. Thus, they have to follow the organization rules of descriptive essay. Thus, they have to follow the organization rules of spoof essay. Consequently, the readers will understand what you have already written. According to Dilkawati (2012, p. 3-5) there are there points the purpose of writing, they are writing to inform the reader, to persuade the reader, and entertain the reader. The more explanation can be seen bellow:

1. Writing to Inform the Reader

In writing, the information needs to be presented completely, clearly and accurately. Informative writing seeks to give information and frequently to explain it which mainly focuses on the subject being discussed. In the other hand,

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writing to inform a reader means the content of writing tells the reader about something informational, such as newspaper, articles, report, and so on.

2. Writing to Entertain the Reader

Mostly, the readers like to entertain by something very serious, even sad, as well as by something funny. Writing to entertain usually takes the form of “imaginative writing “or creative writing such as poem, stories, song lyric, etc. writing that involve emotions can be also be reflective and contemplative. It does not necessarily make the readers laugh, but it at least engages their felling in some way.

3. Writing to Persuade the Reader

The purpose of this writing is to convince the readers about the matter of opinion. It focuses mainly on the readers, whom the writer wants to give influence. This type of writing might include your opinion, but as part of a logical case backed up with evidence rather than just as an expression of feelings. This includes advertisements, some newspaper and magazine articles, and so on.

d. The Components of Writing

Hughes in Dilkawati (2012, p. 12-17) stated that following components or aspect are needed in order to create effective writing. They are:

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1. Content

Content is one of writing components that discuss about how the writers can think creatively and develop their thought to gather all information into communicative message. To develop contents, the writer need to define a term, to expand the points of view about subject discussed, or to elaborate examples in order to help readers understand the text or to persuade them about the validity of the arguments presented. Besides, they also have to appraise the value occur in the discourse community.

2. Organization

Organization is one of components in writing that tells about the systematic of ideas or flow of ideas. If writing is to intelligible, it must be produced in coherent sentences, clearly linked to produce fluent in expression, ideas clearly stated, well organized, logically sequenced and cohesive. Writing is coherent if its paragraph is woven together or flow into each other. A writing, which lacks of unity or orderly movement will not be coherent, since the readers cannot move easily from one paragraph to other paragraphs. Thus, the writer needs to understand that the flows of ideas composed should follow the types of organization in writing. Alice Oshima and Ann Hoque in

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Pratma (2012, p. 14) classify that there are four common kinds of organization such as chronological order, logical division of ideas, cause and effect order and comparison and contrast order.

3. Vocabulary

According to Richard in Dilkawati (2012, p. 25)

Vocabulary is a set of lexemes, including single words, compound words and idioms. In writing, precise vocabulary also takes a part in influencing the readers so that the language can represent and strengthen what the writer say. The writers should pay attention to the usage of words and show to place those words effectively in writing. Therefore, we have to analyze the value occur in discourse community.

4. Language use

In general, language use can be defined as the creation or interpretation of intended meanings in discourse by an individual, or as the dynamic and interactive negotiation of intended meanings between two or more individuals in Particular situation. In using language to express, interpret, or negotiate intended meaning, language users create discourse. This discourse derives meaning not only from utterance or text

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themselves, but more importantly, from the ways in which utterance and texts relate to the characteristic of a particular language use items.

5. Mechanic

In general, mechanic refers to the letter organization, letter discrimination word recognition, and basic rules of spelling, punctuation and capitalization (Melgis, 2012, p. 17). In the components of mechanic, there are two common terms at least used, that is, spelling and punctuation.

e. Writing ability

Writing is one of important skills in English. It is categorized as a productive language skill. It is unique combination through an activity. According to Murvina (2011, p. 19), Writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. By writing, someone can express his or her ideas, and feelings. Then, it also provides the information for his or her readers. So, in writing we have to give ideas, feeling, and opinions and create our own thinking to make readers understand.

The term of ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to

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other people in written symbols to make other people or readers understand the ideas conveyed. The writing ability is the ability of a person to express his or her ideas, feeling, or something to others by using written language. On the other hand, writing is a medium in which the thoughts and the ideas are organized into sentences in a paragraph.

Writing is one of the communication tools. Communication arises when language is used as such interpersonal behavior, which goes beyond meaningful and truthful manipulation of language symbols. Writing requires experience, interest, motivation, and practice. It requires the ideas that are organized logically, expressed clearly, and arranged attractively. So, as a writer should have the ability of how to employ the grammatical forms and syntactical pattern of writing in order to make the readers understand what the writer means. There are five components that should be concerned to make a good writing. They are: Content, Organization, Vocabulary, Language use, and Mechanic.

f. Assessment in Writing

Writing is highly valued in educational setting. The standardization of writing is frequently emphasized on the accuracy in writing. In assessing writing on spoof text, the researcher cannot measure the students' ability by giving them multiple choice, or short answer that can be done in assessing

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reading or listening. The teacher should ask the students to write in order to know students' achievement. According to Jacob, et al (1981) there are five components to categorize students' writing ability. The assessment form can be seen as follows:

1. Content
2. Organization
3. Vocabulary
4. Language Features
5. Spelling and Punctuation.

2. The Nature of Spoof text**a. Definition of Spoof text**

Spoof text is one of the genre texts. Hartono (2005, p. 4) stated that text is a unit of meaning which is coherent and appropriate for its context. Based on School based Curriculum (KTSP) stated that senior High School should master 13 types of text: they are recount, spoof, report, discussion, explanation, news item, anecdote, narrative, procedures, description, review, exposition (hortatory) and exposition (analytical).

According to Yulianto (2010, p. 36) stated that Spoof text is text which tells factual story, happened in the past time with unpredictable and funny ending. Based on the statement above the researcher assumed that spoof is the one of genre text that tell factual story that happened in the past time and usually in the end of

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the story there is the funny events. Spoof text has a social function is to entertain and share the story.

b. Generic Structure of Spoof text

There are three part of generic structure of spoof text. They are orientation, event and twist. Gerot and Wignel in Friscilla Orianda (2004, p. 6) state that the generic Structures of spoof text are:

1. Orientation

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

2. Events

Tell what happened in chronological order and what sequence. A personal comment or evaluate remarks, which are interspersed throughout record events. Events should be written in complete sentence. Events should be confirmative and entertaining for readers (both). Events should be added with irrelevant details to the topic of the text.

3. Twist

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Provide the funniest part of story which unpredictable and funny ending to involve entertain the reader. Readers even did not predict before that it would

c. The Language Features of Spoof Text

1. Focusing on individual Participants like as people, animals or certain things.
2. Using past tenses
3. Using action verb (ate, ran, was walking and, etc.)
4. The use of adverbial phrase of time and place(in the garden and two days ago)
5. Tell and chronological order
6. Use direct speech or direct speech for the dialogues
7. The use of connective (first, second, then and finally)

d. The Example of Spoof Text

The example of spoof text can be seen as follows:

Penguin in the Park

Once a man was walking in park when he across a penguin. He took it to a policeman and said; “what should I do?” the policemen replied; “take it to the zoo!”. The next day, the policemen saw the man in the same park. The man was still carrying the penguin. The policeman was rather surprised and walked up to the man and asked; “why are you still carrying the penguin? Didn’t you take it to the

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zoo?” The man replied, ”I certainly did and it was a great idea because the penguin really enjoyed it. So, today I am taking it to the movie”.

a. Generic structure analysis

1. Orientation: He and Penguin. They were in the Park.
2. Event: The following day, the man was still carrying the penguin
3. Twister: Finally, the man would take the penguin to the movies

b. Language features analysis

1. Focusing on individual Participants: people and animals
2. Using past tenses: took, said, saw, replied, walked, and etc.
3. Using action verb: walked, saw and etc.
4. The use of adverbial phrase of time and place: in the park
5. Told and chronological order: the next day
6. Use direct speech or indirect speech for the dialogues: indirect speech
7. The use of connect

3. Gender in Language Learning

a) Concept of gender in language learning

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The most obvious differences between male and female are the biological one. Moreover, they are also different in many others factors such as ability, interest and personality traits. According to Papalia and Olds in Asriyanti (2011, p. 12), the most consistent differences between male and female occur in personalities characteristic and emotional adjustment. Girls are more emotional than boys are likely to be behavior problems, even as early as the preschool years, girl show more affection and these patterns persist into adulthood.

The difference in sex between male and female seems to bring some different in their learning. The difference in ability is important to be examined especially in education field. There are so many differences in some specific abilities such as verbal abilities involving mechanical abilities and Vocabulary. Papilia and Olds in Asriyanti (2011, p. 12) stated that girls generally superior in the verbal items involving vocabulary ,memory , language, manipulation and the like, while boys are superior in performance items involving spatial relations, mechanical abilities and numerical manipulation.

According to, Myers in Asriyanti (2011, p. 13) stated that the girls learn a little earlier than boys to talk, to use sentences and to use a greater variety of words. They also speak more clearly, read earlier and consistently better than boys in test of spelling and

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grammar. In addition, Ronal Wardhaugh in Asriyanti (2011, p. 13) stated that one topic that has come to the fore in sociolinguistic is the connection if any between the structures, vocabularies and ways of using particular language and the social roles of men and woman.

When we turn to certain grammatical matters in English, we find that, Bren in Asriyanti (2011, p. 13) claimed that the intonation patterns of men and woman. Woman using certain patterns associated with surprise and politeness more often than man. In linewith Vein lakoff in Asriyanti (2011. p. 13) said that woman may answer question with a statement that employs the rising intonation usual associated with the question rather that falling intonation associated with making a firm statement. Woman does this because they are less sure about themselves and their opinions than are men.

Gender differences have been found in many areas of human social and cognitive development. In social causes of gender differences in speech style, one of the most critical is level of education. When offered an equal educational opportunity, there seems to be a tendency for women to be more sensitive than men to the status norms of the language.

In addition, Joan Swan (1992, p. 450) Stated that female have positive feelings about writing while male are negative. More

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female than male say they more like factual writing. Female likes imaginative writing. Female writing are confessional and reflective , dealing with the people and emissions, using more private form while males like fact and actions, and more public form. According to Hetherington in Ade Zarma (2016, p. 2) males and females are superior in verbal activities, include in reading comprehension, vocabulary and verbal creativity.

Based on the statement from the expert above the researcher conclude that male and female have the different ability, such as verbal ability and mechanical ability. In addition, male and female students also different in writing ability, females are more consistent in using sentences and variety of words than male.

b) The differences between male and female on their Brain

Male and female have their uniqueness and their kept it in their body, minds and brain, and their soul and they reflect them with their attitudes, their behavior, and their motivation in learning. Brains as control of human body, is generally divide into four lobes. The occipital, the temporal, the frontal, and parental lobes, and each lobes have own functions. The different part of brain have different functions and it can affect the way of students learn. Female and male also are differences in their brain, the differences between male and female brain can be seen on the table:

Table II.1

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The Different Sides of the Female and Male Brains (in Ade Zarma)

| Left brain | Right brain | Female | Male |
|--------------------------------|--|---------------------|--------------------------|
| Language | Visual | Language | Visual |
| Logic | Perspective | Logic | Perspective |
| Analytical thinking | Spatial awareness | Mathematics | Spatial awareness |
| Mathematics | Creative and imaginative | Analytical thinking | Creative and imaginative |
| Shaping of ideas | Function | Shaping of ideas | Function |
| Sequencing | Emotions | Sequencing | Emotions |
| Fine motor skills | Tone | Fine motor skills | Tone |
| Timing | Quality of sound | Timing | Quality of sound |
| Focus on detail | Facial recognition | | Facial recognition |
| favors logical problem solving | Get the general ideas | | |
| prefer talking and writing | Favor intuitive problem solving | | |
| intuitive | Prefer drawing and manipulating object | | |

From the table above we can see that female and male have so many differences in their brain. In other words, more going is on the female brain. The female brain is never at rest, frequently has trouble sleeping at night, dreams in color, and often causes talking during sleep. Because the male brain is not as activated and often pauses after tasks, his brain often becomes over while by stimulation more quickly than the female. During the pause state, much information is lost. Two areas of greater functioning in the female are memory and sensory intake. We also have discovered that males see better than females in bright light.

The difference of brain between female and male is not limited to just to the external anatomical sex of the person. Many factors determine whether or not the brain is male and female. The actual size of the brain corresponds to the size of individual.

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Based on explanation above the researcher concluded that females do produce more words than males. Females often use words as they learn them, and males often work silently. Even when we study student group processes, we find females in a learning groups using words more than males. Based on the all statement above the researcher has the opinion that every male and female has the different on their brain.

c) The Differences between Male and Female in language learning

Learning strategies and style seems to be related to sex differences, research outside second language acquisition has identified gender difference in learning style. A learning style is a student way or tool of responding, receive and using stimulus in the context of learning. Several researches, for example Oxford and Schmeck in Asriyanti (2011, p. 14) state that beginning to believe that all style differences might represent a dichotomy of human variation: people who are globe and those who are analytic. The characteristic of these two kinds of learning strategies can be seen below:

Table II. 2
The Characteristic of Learning Strategies
between Male and Female

| GLOBAL (FEMALEs) | NALYTICAL (MALES) |
|--------------------------|--------------------------|
| Subjective | Objective |

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| | |
|-------------------|--------------------|
| Feeling | Thinking |
| Field dependent | Field dependent |
| left brain domain | Right brain domain |
| Extroverted | Introverted |
| Cooperative | Competitive |
| Impulsive | Reflective |

According to Blenky in santi (2013, p. 23)find that most of women who were interviewed about way of knowing prefer to be subjective, feeling oriented, global style rather than an objective, thinking oriented, analytic style. When learning a new language, male and female take different ways. Males tend to favor objectivity. They have tendency to learn the rules, facts, and logic of the language they are learning. Female in learning a new language are generally subjective. They put the priority in the use of their feeling, cultural sensitivity, and empathy.

The factors influence the students in writing ability on spoof text cannot be separated from factors of learning. Most of scientists divided into two factors; they are internal and external factors. According to Muhibbun Syah in Asriyanti (2011, p. 15) says that influence factors in learning are:

1) Internal factors

Internal factors are divided into two. They are physical and psychological factors. First, Physical factors refers to the body condition such as health. The condition of someone's body is one of the factors that should be considered important by

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students because bad condition of the body will disturb the activities, and it will influence the concentration in getting information. Second, psychological refers to intelligence, attitudes, aptitude, interest, talent, motivation, and maturity.

2) External factors

External factors refer to social environment such as family, teacher, administration staffs' society and friends. Family is the first educational institution, so that the family condition plays an important role in creating the basic behaviors of children. Family's condition means the relationship among members of the family. While, the factors consist of non-social environment such as house, school, equipment and atmosphere.

3) Approach of learning factors

It consists of high approach (speculative and achieving), middle approach (analytical and deep), and low approach (reproductive and surface). The effort itself that is influenced by motivation is the extent in which you make choices about (a) goal to pursue and (b) the effort you will devote that pursuit.

B. Relevant Research

To proved that this research is qualified, researchers should present the research that is relevant. The first relevant research was conducted by Ade Zarma, (2014) entitled: "The Comparison on Writing Ability in Descriptive Text between Male and Female Students as State Senior High

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School 1 Bangko Rokan Hilir Regency”. This research was conducted to the tenth grade students of State Senior High School 1 Bangko Rokan Hilir Regency. The aim of this research was to know whether there is significant differences of ability between male and female of the tenth grade students at State Senior High School 1 Bangko in writing descriptive text or not. As the result, she found out that there was significant difference on writing ability in descriptive text between male and female students of the tenth grade at State Senior High School 1 Bangko Rokan Hilir Regency.

The second relevant research was conducted by Asriyanti (2011) entitled: “The Comparison on the Mastery of Simple Past Tense between Male and Female students at the First year of MAS YPUI Teraktak Rumbio Jaya Kampar Regency.”. This research was conducted to the first grade students of MAS YPUI Teraktak Rumbio Jaya Kampar Regency. The aim of this research was to know whether there is significant differences mastery of simple past tense between male and female students at the first grade students of MAS YPUI Teraktak Rumbio Jaya Kampar Regency or not. As the result, she found out that female have the same mastery of simple past tense with male students.

In conclusion based on the two relevant research above the researcher found the similarities both of them, that the similarities is there is significant difference between male and female in writing ability of descriptive text and mastery of simple past tense, and the researcher also find the result of her research is there is significant difference between

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male and female in writing spoof text. The differences between the two relevant researches above are, the first relevant research took 60 students as the sample and the second relevant research took 32 students. In addition, they are also different in the place of doing the research and the time, and the researcher took 32 students also as the sample and the place also different.

C. Operational Concept

Operational concept is concepts used as guidance to avoid misunderstanding in a scientific research. It should be interpreted into particular words in order to make easy to measure. Syafi'i (2016, p. 103) stated that operational concept are derived from related theoretical concept on all of the variables that should be practically and empirically operate in academic writing as research paper. In this research the researcher concludes several indicators to be operated which describe the operational concept. There are two variables in this research; there is independent variable is symbolized by X, meanwhile dependent variable is symbolized by Y. Independent variable (X) is sex of the students (male and female), while dependent variable (Y) is the students writing ability of spoof text. The indicators of male and female students 'writing ability of spoof text taken from the syllabus of SMA 1 Batang Gansal Inhu Regency as shown in the below:

1. The male and female students are able to develop the content of writing spoof text by mastering vocabulary.

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2. The male and female students are able to write spoof text well based on the generic structure.
3. The male and female students are able to apply to grammatical use in writing spoof text.
4. The male and female students are able to apply the language use in writing spoof text.
5. The male and female students are able to write a spoof text well with the correct spelling and Punctuation.

D. Assumption and Hypothesis**1. Assumption**

In, this research, after looking the theories and phenomena the writer had a strong assumption that both male and female have different ability in writing spoof text.

2. Hypothesis

Ha: There is a significant difference between male and female students' ability in writing spoof text.

Ho: There is no significant difference between male and female students' ability in writing spoof text.