THE EFFECT OF PICTURE STORY TOWARD STUDENTS' ABILITY IN WRITING SPOOF TEXT AT THE SECOND YEAR OF SMAN 1 BANGKINANG

By

ROSDIANA
NIM. 10614003492

FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
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Thesis
Submitted to Fulfill One of the Requirements
for the Undergraduate Degree in English Education

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ROSDIANA
NIM. 10614003492

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU

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SUPERVISOR APPROVAL

The thesis entitled *"The Effect of Picture Story toward Students' Ability in Writing Spoof Text at the Second Year of SMAN 1Bangkinang"* that is written by Rosdiana NIM.10614003492. It is accepted and approved to be examined by the examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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Pekanbaru, <u>Rabiul Akhir 22, 1432 H</u>
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Approved by

</div>

The Chairperson of the Department   Supervisor
of English Education

Dr. Hj. Zulhidah, M.Pd.   Drs. M.Syafi'i S, M.Pd.

EXAMINER APPROVAL

The thesis entitled *"The Effect of Picture Story toward Students' Ability in Writing Spoof Text at the Second Year of SMAN 1Bangkinang"* is written by Rosdiana NIM.10614003492. It has been approved and examined by the examination committee of undergraduate degree on June 27, 2011 M/Rajab 25, 1432 H at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of requirements for Undergraduate Degree (S.Pd.) in English Education.

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Examination Committee

Chairman   Secretary

Prof. Dr. H. Salfen Hasri, M.Pd.   Dr. Hj. Zulhidah, M.Pd.
Examiner I   Examiner II

Drs. H. Thamrin, M.Si.   Idham Syahputra, M.Ed.

Dean
Faculty of Education and Teacher Training

Dr. Hj. Helmiati, M.Ag.
NIP. 197002221997032001

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The writer

Rosdiana

ABSTRACT

Rosdiana (2010): "The Effect of Picture Story toward Students' Ability in Writing Spoof Text at the Second Year of SMAN 1 Bangkinang"

Basically, English is one of the important subjects which has been taught in SMAN 1 Bangkinang. In English, writing is one of the important language skills that should be mastered by the students. The students had been taught by using various techniques purposed to improve their English skill especially in writing spoof text. In reality, they were not able to write spoof text, so that what had been expected was unachievable. The weaknesses in writing spoof text explained by the writer were: some of the students were not able to express their ideas, some of the students were not able to use grammar appropriately in writing, and some of the students had lack of English vocabularies. These problems indicated that the second year students of SMAN 1 Bangkinang were poor in writing.

The subject of this research was the second year of SMAN I Bangkinang. The object of this research was the effect of picture story toward students' ability in writing spoof text. The instrument of this research was test. In analyzing the data, the writer used Paired Sample T-test which was proceeded by SPSS version 17.00.

Based on the research finding, there is significant effect of using picture story toward students' ability in writing spoof text. It was proved based on the score of t-test (5.683) which was greater than t-table at the 5% grade of significance = 0.355, while in the level of significance 1% = 0.456. It can be read that 0.355< 5.683> 0.456. It means that null hypothesis (Ho) is rejected, and alternative hypotheis (Ha) is accepted. Therefore, the writer concludes that picture story gives a postive effect toward students' ability in writing spoof text.

ABSTRAK

Rosdiana (2010): "Pengaruh Cerita Bergambar terhadap Kemampuan Siswa dalam Menulis Teks Cerita Lucu pada Tahun Kedua SMAN 1 Bangkinang"

Pada dasarnya, Bahasa Inggris adalah salah satu pelajaran pokok yang harus diajarkan di SMAN 1 Bangkinang. Dalam Bahasa Inggris, menulis adalah salah satu keahlian berbahasa terpenting yang harus dikuasai oleh para siswa. Para siswa telah diajar dengan menggunakan bermacam-macam teknik yang bertujuan untuk meningkatkan kemampuan bahasa mereka khususnya di dalam menulis teks cerita lucu. Pada kenyataannya, mereka tidak mampu menulis teks cerita lucu, sehingga apa yang telah diharapkan belumlah tercapai. Kelemahan di dalam menulis teks cerita lucu disebabkan karna beberapa siswa tidak mampu mengungkapkan ide, tidak mampu menggunakan tata bahasa secara tepat dalam menulis, dan beberapa siswa juga kekurangan kosakata Bahasa Inggris. Masalah tersebut mengindikasikan bahwa siswa pada tahun kedua SMAN 1 Bangkinang adalah lemah di dalam menulis.

Subjek dari penelitian ini adalah siswa pada tahun kedua SMAN 1 Bangkinang. Objek dari penelitian ini adalah Pengaruh Cerita Bergambar terhadap Kemampuan Siswa dalam Menulis Teks Cerita Lucu. Instrumen dalam penelitian ini adalah tes. Dalam menganalisa data, penulis menggunakan Paired Sample T-test dan diolah dengan menggunakan SPSS versi 17.00.

Berdasarkan temuan penelitian, terdapat pengaruh yang signifikan terhadap kemampuan siswa dalam menulis teks cerita lucu. Ini dibuktikan pada nilai t-test (5,683) yang lebih besar dari pada t-table pada 5% taraf signifikan (0,355), adapun level signifikan 1% (0,456). Dapat dibaca bahwa, 0,355 <5,683> 0,456. Oleh karena itu, penulis menyimpulkan bahwa cerita bergambar memberikan pengaruh yang positif terhadap kemampuan siswa dalam menulis cerita lucu.

الملخص

روسديان (٢٠١١) ناشير القصة ١: إستيعاب على لصورية الطـلاب عـن كتابـة حكايـة المضـحك للسـنة الثانيـة فـى المدرسـة الحكوميـة ١ بنجكننـــــج.

فـي الأسـاس، اللغـة الاءنجليزيـة هـي الـدرس المهيـم الـذي يعلـم الكتابـة هـي أحـد مـن مهـارة فـي الغـة الإنجليزيـة، لأنهـا قـدرة رسـةفي هـذه المـد لتعـب فكـرة وشـعور او رأيـا و شـيء اخـر الـذي زن كتابـة. واكتبـوا مجموعـة متنوعـة مـن التقنيـات التـى اعطيـت مـن قبـل المعلمـين لترقيـة وتـزيز مهـارة الطـب، خاصـة فـي كتابـة. عـدم القـدرة سـدلون للسـنة الثانيـة بنـنـج، و هـي ضـعيف. الضـعيف فـي كتابـة ١ ة الحكوميـةقـى المدرس حكايـة المضـحك اصـبها التلاميـذ كثـيرة بيانـا الباحثـة، و يكـون صـعبةفهم الموضوع الأبنـة،ونقص المفـردات فـي الغـة الاءنجليزيـة. فـي الحقيقـة مالـذي يومـل مـن لغتهـم لايبلـغ لـذالك ارادت ايـة المضـحك،اسـتعمال القصـة الصـورية فـي كتابـة حـك بنجكننـــج، أمـا موضـوع البحـث   افراد البحث التلاميذ في المدرسة الحكومية

نشـير القصـة الصـورية علـى إسـتيعاب الطـلاب عـن كتابـة حكايـة بنجكننــــج. مجتمـع ١ انيـة فـى المدرسـة الحكوميـةالمضـحك للسـنة الـث البحـث اسـتعمل جميـع التلاميـذ فـى للسـنة الثانيـة فـى المدرسـة بنجكننـــــج. اخـذت الباحثـة وحدفصلـى ١ الحكوميـة طريقـة جميـع البيانـات بالإسـتعمال الالـة البحـث فـي هـذا البحـث paired sample t-test مرقيـة واختيـار لتحليـل البيانـات اسـعملت البحـث ١٧٠في تحليـل الإسـتبيان تستعمل الكتابـة الـرموز س ف م س وفئـة ٥،٦٨٣)، اسـتنادا إلـى قيمـة مـن تجـارب ت ، مـن هـذا البحـث متوسطا إسـتيعاب الطـلاب عـن كتابـة حكايـة المضـحك بعـد اسـتعمال هـو أكبـر يالـذ ٥،٦٨٣) وفئـة تجـارب ت،٦٥) القصـة الصـورية فـي إيكفـي فـي حيـن أن مسـتوى كبـير ٠،٣٥٥) % ٥ دول تـي فـي مسـتوى كبـيرمن الـج ولـذالك، خلصـت الكتابـة أن مـن نتيجـة   .(   ) مـردودة و Ho ثـم تلـك الحاصـلة تـدل علـى أن >   > ناشـير الكبـيرة علـى إسـتيعاب الطـلاب عـن البحـث أن هنـاك مقبولـة. اخـذ Ha لقصـة الصـورية و بعـد اسـتعمالكتابـة حكايـة المضـحك قبـل اسـتعمال ١ القصـة الصـورية المضـحك للسـنة الثانيـة فـى المدرسـة الحكوميـة بنجكننـــج.

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CHAPTER I

INTRODUCTION

A. Background

Writing is one of the English skills which should be mastered by the students. Hornby 2000 (in Ricka 2009: 8) states that writing is an activity that person expresses his/her ideas, feeling, or something by using written language. Writing involves some language components (spelling, grammar, vocabulary, and punctuation). Besides, writing clear sentences requires you to learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns as well as commas and other marks of punctuation. Therefore, writing is one of the important language skills which is very important in teaching and learning English.

Teaching and learning English for high school students, especially for writing must be based on the curriculum which is used by that school. The aim of teaching writing is that, the students generally are expected to be able to write texts based on the genres of writing and specifically, they are expected to know the basic theory of the genre texts that enable them to analyze the social function, schematic structure, and significant grammatical patterns of text and the way of writing the texts based on the genres.

Senior High School 1 Bangkinang is one of the State Senior High Schools which is located on Sudirman Street, Bangkinang. As a school which has curriculum is not different from the others, this school also teaches English

subject for 4 hours in a week, including the topic of genre. Based on the School Based Curriculum Developments (KTSP), there are five genre texts that must be learnt for the second year students in this school. They are narrative, report, analytical exposition, hortatory exposition and spoof. In this research, the writer focuses on one text of the genre, namely; spoof.

Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its social function is to entertain and share the story (Ahdoy, 2008). This type of genre can be fun to read and even to write. In teaching spoof, the teacher explains by telling a funny story in front of the class gives the students a topic and then asks them to write a spoof text. Sometimes, the teacher gives examples from authentic material such as magazines, newspaper, internet and other sources. In addition, the teacher uses another way in teaching process to increase students' ability like using brainstorming techniques and studying in a group or in pair.

Ideally, the students' writing is comprehensible because the content of composition is relevant to the topic. In fact, some of the students are not able to express their ideas. Their writing is not understandable, the content is not relevant to the topic, the ideas are not clearly stated and sentences are not well organized, and finally the result of studying English, especially in writing spoof, is so far from the expectation in the curriculum. It can be seen from exercises or assignments that are not successfully done by the students. In other words, what has been expected is quite contrary to the fact.

The weaknesses of the students can be seen based on the following phenomena:

1. Some of the students are not able to express their ideas.

2. Some of the students are not able to use grammar appropriately in writing.

3. Some of the students are not able to choose appropriate words in writing.

4. Some of the students still have poor English vocabularies.

The writer indicates that one of the phenomena above is caused by the teacher's technique that has not been effective yet in teaching writing. Therefore, the writer suggests an effective technique in teaching writing, especially spoof text; namely picture story. Using an effective technique will help students write well because it will attract the students' attention to deliver information or to comprehend the lesson. It is not only helping the students to get ideas more realistic in understanding spoof text but also in constructing ideas to create it.

In addition, students will use their imagination to tell the situation or condition based on what picture they have in the form of writing. Absolutely, they will show a reflection on pictures given to them through oral forms that enable them to write spoof well. It clearly shows us an effect of using picture story toward students' writing ability. Therefore, the writer is interested in carrying out a research entitled: **"THE EFFECT OF PICTURE STORY TOWARD STUDENTS' ABILITY IN WRITING SPOOF TEXT AT THE SECOND YEAR OF SMAN 1 BANGKINANG"**

B. Problem

1. Identification of the Problem

Based on the background and the symptoms above, it is clear that most of the second year students at SMAN 1 Bangkinang are not able to write a good essay. Thus, the writer will identify the problem as follows:

a. Why are some of the students unable to express their ideas?

b. Why are some of the students unable to use grammar appropriately in writing?

c. Why are some of the students unable to choose appropriate words in writing?

d. Why do some of the students still have poor vocabularies?

2. Limitation of the Problem

Based on the identification of problems above, and avoid misunderstanding in this research, the writer limits the problems and only focuses on the effect of picture story toward students' ability in writing spoof text.

3. Formulation of the Problem

Based on the limitation of the problems above, the writer formulates the research into the following questions:

a. How is the students' ability in writing spoof text before using picture story?

b. How is the students' ability in writing spoof text after using picture story?

c. Is there any significant effect of using picture story toward students' ability in writing spoof text before and after using picture story?

C. Reason Choosing the Title

There are several reasons why the writer is interested in doing this research. The reasons are based on the following considerations:

1. The title of this research has never been researched yet.

2. This title is relevant with the writer as a student of English Education Department.

3. The writer has ability to carry out this investigation either in sectors of fund, time, or location.

4. To get the real data about the effect of picture story toward students' ability in writing spoof text.

D. Objective and Significance of the Research

1. Objective of the Research

Generally, the object of this research is to obtain how the effect of picture story toward students' ability writing spoof text at the second year of SMAN 1 Bangkinang is. Besides, this research also intends to solve the problems depicted above, especially for this research's purpose, namely:

a. To find out how the students' ability in writing spoof text before using picture story.

b. To find out how the students' ability in writing spoof text after using picture story.

c. To find out whether there is or no significant effect of using picture story toward students' ability in writing spoof text before and after using picture story

   2. Significance of the Research

   The writer intends to carry out this research because it is aimed:

a. To give input to the teachers at SMAN 1 Bangkinang about the use of picture stories to increase students' ability in writing spoof.

b. Adds references for other next researchers having the same problem.

c. To help the researcher to enlarge her knowledge and experience about the use of picture story to increase students' ability.

d. To fulfill one of the requirement to achieve S1 Degree of Education at English Education Department of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau Pekanbaru

E. Definition of the Term

In order to avoid misunderstanding and misinterpretation in reading this paper, it is necessary for the writer to define the terms that are used as follows:

1. Effect

   Effect is change that somebody/something causes in somebody/something else; result (Oxford Learner's Pocket Dictionary). In this research, effect is defined as the result of teaching writing.

2. Picture story

   According to Oxford Learner's Pocket Dictionary, picture is painting, drawing, etc, that shows a scene, a person or thing. While, according this dictionary, story is a description of past or imaginary events. In this research, picture story means a description of past or imaginary events in the form of image, painted, drawn, photographed, or otherwise rendered on a flat surface toward students' ability in writing spoof.

3. Writing

   Hornby 2000 (in Ricka 2009: 8) states that writing is an activity that person expresses his/her ideas, feeling, or something by using written language. In this research, the writer denotes writing as an activity of students to write an essay in spoof form.

4. Spoof

   Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending (Ahdoy, 2008). In this research, spoof is a part of genre in which the students are interested in learning writing because it could cause amusement and produce laughter.

F. Assumption and Hypothesis

1. Assumption

In this research, the writer assumes about the effect of picture story toward students' ability in writing spoof at SMAN 1 Bangkinang as follows:

    a. The students' ability in writing spoof text was varied

    b. There is a good effect of using picture story towards students' writing score.

2. Hypothesis

    Ho: there is no significant effect of using picture story toward students' ability in writing spoof text.

    Ha: there is a significant effect of using picture story toward students' ability in writing spoof text.

CHAPTER II

THEORETICAL FRAMEWORK

A. Nature of Writing

1. Definition of Writing

The terms of writing have several meanings. Many experts have proposed the definition and explanation of writing, such as: Widdowson (1978:62) states that writing is the act of making up correct sentences and transmitting them through the visual medium as mark on paper. While, Troyka (1987:3-4) states that writing is a way of communicating a message to a reader for a purpose. Long Terry (2010) stated that the purposes of writing are to express one's self, to provide information for one's reader, to persuade one's reader, and to create a literary work.

In addition, writing is an activity that person expresses his/her ideas, feeling, or something by using written language (Hornby, 2000 in Ricka 2009: 8). Writing is categorized as productive skill. Janed, Hugey et al 1983 (in Hafizah 2008: 10) state that writing is an important form of communication because through writing we can express our feeling, hopes, or dreams, and as well as our fears and frustration. By writing, we can extend our idea to the reader indirectly. On the other hand, writing is one of the ways to express the ideas besides speaking.

In fact, writing and speaking are communicative action although they have different term. In writing, we express the ideas by using a pen, a paper or a book. Through the sentences, we extend the ideas to the readers indirectly. In addition, they can get message there. Otherwise, in speaking, we extend the messages, or explain the ideas to the interlocutor directly. In speaking, we can control what we have said. We can revise our mistakes directly. We will not get difficulties in explaining the ideas to our interlocutors because when they do not understand they can ask us directly.

Furthermore, writing is a complex process that allows writers to explore thoughts and ideas, and makes them visible and concrete. Writing encourages the thinking and learning to motivate communication and makes thought available for reflection. Therefore, ideas are very crucial things toward students' writing ability.

2. Writing Ability

The term of ability is defined as skill or power. Concisely, 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. Steel 2000 (in Isma 2008: 24) states that ability is the mental of physical power or skills that make it possible to do something, while writing ability here means the potentially capacity or the power of the students to present their opinion or to show up their idea into writing activity, even it can be communicated**.** Each student has significant different ability to do something, especially in writing.

Ability has a big influence in teaching and learning process. To construct a good paragraph in writing, the students should have ability. If they do not have ability, they will get difficulties in writing. That is why they should find the steps to develop their ability in writing.

Syafi'i (2007: 171) says that at least there are three major steps for those who have great concern in writing:

a. Mastering the basic sentence pattern

b. Amplifying the sentence correctly

c. Developing the sentence into a paragraph

A paragraph is a group of related sentences that expresses a single idea. Paragraphs are the foundation of writing. We need to begin with a solid foundation before we add the finishing touches. Not having a solid foundation can result in some serious consequences; both building and paragraph can crumble. They are tools that help writers build ideas.

The ability to build ideas in writing is not easy, especially for the students. They should have a good feeling which is interesting to support their desirability in learning and teaching process.

3. Teaching Writing

Teaching writing is an ongoing process. Writing process is the "how" of writing. Think about it for a minute. There is much more to it than just putting pen to paper. Consciously or not, most writers go through a predictable set of stages as their work evolves. Some of the students really have no idea what to do first, where to go next, or how to finish up. By helping students with the process of

writing, we let them up to put more efforts into the execution of their ideas. From a teacher's perspective, writing process is extremely helpful because it solves students' basic problems.

When a writing process is used to teach writing, students begin to understand writing as a form of communication. Furthermore, writing helps students recognize that they have opinions, ideas, and thoughts that are worth sharing with the world, and writing is an effective way of getting them out there.

Besides, Arlove 2004 (in Fauziah 2008: 3) decides that writing is not a single act, but a process is composed of several steps and divided into five steps:

    a. Prewriting

    b. Planning

    c. Drafting

    d. Revising

    e. Proofreading

In addition, writing is an essential skill that all students must learn how to do while in school. What starts out as learning to write ABCs and 123s, soon turns into the ability to write structured sentences that make sense, and then leads to the ability to write essays and reports in a clear and concise manner. It's no wonder that concentrating on the area of writing is so important in the classroom. This guide to teach writing is geared to help teachers learn some effective ways that students learn to write.

The first thing you need to do in order to properly teach writing to your students to have a goal or purpose for what you want them to write. If a student does not understand what you are trying to get him to write, he will either become very frustrated with the assignment and/or refuse to complete the assignment. This certainly was not your goal, so explain it to your students clearly.

Matt Helmick (2010) states that teaching writing skills can be difficult for the teachers, since the approach will be different for almost every student. Some will learn quickly, while others will need some encouragements and more attention to ensure they understand what they are being taught.

B. Picture Story

1. Definition of Picture Story

According to Oxford Learner's Pocket Dictionary, picture is painting, drawing, etc, that shows a scene, a person or thing. Besides, picture is a visual representation or imaged paint, drawn, photographed, and otherwise rendered on a flat surface (Houghton Mifflin Company, 2009). Hornby, 1995: 871 (in Purwanto, 2007: 3) also defines picture is painting, drawing, sketch, etc especially as a work of art. Picture is one kind of the graphic media besides photo, motion picture, poster sound, and so forth.

While, according to this Dictionary, story is description of past or imaginary events. In conclusion, picture story means the image painted, drawn, photographed, or otherwise rendered on a flat surface which describes imaginary/past event. Kalayo: 2004 (in Dina: 2009) states that pictures and

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picture stories can be in a book or handout, drawn on the board or OHP, on flashcards, or on posters.

2. Advantages of Picture Story

Picture story is very useful to attract the students' attention in order that they can apply ideas based on the picture in teaching writing. Beside the usefulness for students, they also help the teacher present partial information to the students easily. The students are easy to illustrate or depict of what situation or condition will probably be in the picture. In short, they will certainly be motivated to enrich their vocabulary in accordance with the matter of picture they have.

If the teacher selects appropriate picture story for the subject, he/she would become facilitator to guide the students to develop their language skills. Furthermore, pictures have many functions in the process of teaching and learning. Natawijaya (in Fauziah, 2008: 17) summarizes the functions of picture are as follow:

a. To attract the students' interest

b. To stimulate and motivate the students to learn

c. To introduce new ideas which are not known yet

d. To strengthen the students' memory of a stimulus

In addition, he says that a picture has some advantages:

a. Picture is concrete, it refer to the more real

b. Picture can clarify some thing which is verbal

c. Picture is more effective and efficient

d. Picture is easy made and got also cheap

Besides, H. Asnawir 2002 (in Purwanto, 2007: 10) says that the advantages of using picture:

a. Pictures are more realistic than verbal media.

b. Pictures can overcome the limitation of place and time.

c. Pictures can overcome the limitation of our observation.

d. Pictures can clarify a problem in every field and level of ages, so that it can prevent and restrict misunderstanding.

e. Pictures are cheaper, easy to obtain and use it without particular other equipments or tools.

While, the advantages of picture story in writing, especially spoof text are:

a. To encourage students to brainstorm about possible events and characters of the picture story illustrated.

b. To encourage students to use their critical thinking skills, especially about spoof.

c. To enhance students' creative skills in writing spoof text.

d. To enhance students' comprehension skills in writing spoof text.

3. Teaching by Using Picture Story

Teaching by using picture story is one of the teaching methods that can invite the students' interest; even they will feel not bored and give their attention in learning. Students will use their imagination and write out with their writing ability to tell condition or situation based on what picture they have. Absolutely, they will show a reflection on pictures given to them through oral forms which enable them to write a text well.

There are some steps that can be followed by the teacher in the process of teaching and learning. As Kalayo 2007 (in Fauziah, 2008: 18) says that the teacher can start the lesson by using the following steps:

1. Introduction of the topic

2. Look at the picture and discuss

3. Tell the story

4. Focus on interesting or essential lexis, grammar or punctuation

5. Tell the story more accurately

6. Writing exercise

The teacher can start their writing class by following the steps above in order that the students are easy to write their idea continuously about spoof text based on the picture given.

4. Teaching Writing Spoof by Using Picture Story

Teaching writing by using pictures means a teaching process in the field of writing done by using pictures, especially for picture story as media. As a matter of fact, the teacher can start writing class by following the steps below:

1. The teacher introduces a topic about spoof to the students

2. The teacher shows a picture story and discuss it

3. The teacher asks the students to find information on the picture story given before verbalizing it in writing spoof text.

4. The teacher asks the students to tell the story more accurately in the form of written exercise.

5. The teacher gave praise and little correction of mistaken made by the students in writing spoof text.

6. The teacher evaluates the students' exercise.

Spoof has several synonyms such as parody, lampoon, send up, take off, burlesque, travesty, charade, put-on, caricature, imitation and impersonation. In this case, the writer concludes that spoof is a funny story related in writing form. In line with this conclusion, Djuharie 2007 : 43 (in Ricka 2009 : 23) states "Basically, spoof is almost similar with narrative essay, which tells about the story that happened in the past such as legend or history where its function is making the readers happy and pleased to read it".

However, the difference between spoof and narrative is that spoof has funny and humorous substance in its text, while narrative is in usual form. In writing spoof, the teacher should teach students how to write social function, language features and generic structure. There are four language features, they are:

a. The use of action verbs

    e.g : laughed, ran away, walked.

b. The use of connectives

    e.g : first, then, finally.

c. The use of adverbial phrases of time and place

    e.g : in the morning, four days ago, in the park and etc

d. The use of simple past tense

    e.g : she stayed in that city with his son

While, there are some generic structures of spoof, they are:

a. Orientation; who are involved in the story, when, and where

    Usually its position is at the first paragraph as few words.

b. Events ; tell what happened in chronological order

    Usually, its position is in the middle paragraph, where it will explain the road of story.

c. Twist; provides the funniest part of the story.

    Usually, its position is in the last of the essay. It functions to make the readers comforted to read it, so they have good impression after reading the story and be an unforgettable reading by themselves. As stated on references, "funny" here means providing fun; causing amusement or laughter; amusing; comical: intended or designed to amuse.

Furthermore, the primary purposes in providing these spoof text in the classroom not only produces laughter but also make the students motivated to write creatively based on the picture story given. Antonio (2007) states that, fun and laughter could be two fundamental sources for effective and memorable learning. Using picture story to a write spoof text in the classroom could be stimulating technique in teaching and learning process effectively in order to increase their writing ability.

B. Relevant Research

As a matter of fact, in this research the researcher takes some relevant researches dealing with the analysis of students' ability in writing:

1. A Research from Dina Maya Sari

In her research entitled "Using Picture Story to Students in Writing Simple Paragraph of the Second Year Students at SMPN 21 Pekanbaru". She found that there were many difficulties experienced by students in expressing ideas in writing, so the teacher founds a technique in teaching writing simple paragraph, namely: picture story.

Based on the analysis, she found that there was a significant different between students given treatment and without treatment. It was known that using picture story can strongly improve the students' writing in simple paragraph. Therefore, she suggested the teacher to use this technique to improve students' writing in simple paragraph.

In this research, writer also uses the same technique, namely: picture story in teaching and learning process that focuses on writing spoof toward students in Senior High School. While, Dina focuses on writing simple paragraph toward Students in Junior High School.

2. A Research from Fauziah

In her research design, entitled "The Influence of Picture Stories in Increasing Students' Writing Ability at the Second Year of MTS YPUI Teratak", she found that most of the students in MTS YPUI Teratak still got many difficulties in producing an essay because the teacher still used the classical

method in teaching and writing process. Therefore, Hafizah used picture stories as a method to increase students' writing ability.

Based on the analysis done by Fauziah, she found that there was a significance influence of picture stories in Increasing Students' Writing Ability at the Second Year of MTS YPUI Teratak. And at the same time, she gave suggestion to the teacher in MTS YPUI Teratak that the teacher should keep using different method in teaching and learning process.

In this research, writer also uses the same method, namely: picture story in teaching and learning process focuses on writing spoof. Fauziah focuses on writing in general toward students in MTS, while the writer only focuses on writing in specific toward students in Senior High School.

C. Operational Concept

Operational concept is the concept to avoid misunderstanding and misinterpretation in the scientific study concept, still operated in abstract from the research planning which should be interpreted into particular words in order to be measured. There are two variables in this research, namely ; independent variable (X) and dependent variable (Y). Variable X refers to the effect of using picture story, while variable Y refers to students' ability in writing spoof.

The indicators of variable X**:**

1. The teacher introduces a topic about spoof to the students

2. The teacher shows a picture story and discusses it

3. The teacher asks the students to find information on the picture story given before verbalizing it in writing spoof text.

4. The teacher asks the students to tell the story more accurately in the form of written exercise.

5. The teacher gives praise and little correction of mistakes made by the students in writing spoof text.

6. The teacher evaluates the students' exercise.

The indicators of variable Y:

1. The students are able to write the social function of spoof text.

2. The students are able to write the generic structure of spoof text.

3. The students are able to write spoof text by using action verbs.

4. The students are able to write spoof text by using connectives.

5. The students are able to write spoof text by using simple past tense.

Before using picture story, the experimental group will be given pre test to know their writing ability before. It is used to compare their score when the post test is used. The categories of the students' score is as follows :

TABLE II.1

THE CLASSIFICATION OF THE STUDENTS' SCORE

Profile score	Level
80-100	Very good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

(Sudjono, 2003: 35 in Fauziah,2008 : 22)

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research was pre-experimental research which focuses on one-group pretest-post test design. The writer used one group as a sample. The students were given pre test before treatment and post test after treatment. Independent and dependent variable were measured by written test.

The type of research was designed as follows:

TABLE III.I

THE RESEARCH TYPE

GROUP	PRE-TEST	TREATMENT	POST-TEST
E	T1	X	T2

Where: E   : Experiment

T1   : Pre-test

T2   : Post-test

X   : Treatment by using picture story

(Setiyadi, 2006: 132)

B. Time and Location of the Research

This study was conducted on January to March 2011. It was carried out at SMAN I Bangkinang. It is located on Jendral Sudirman Street no.65 Bangkinang.

C. Subject and Object of the Research

The subject of this research was the students at the second year of SMAN 1 Bangkinang and the object was the effect of picture story toward students' ability in writing spoof text.

D. Population and Sample of the Research

The population and the sample of this research were all second year students of SMAN I Bangkinang. The population consisted of four Natural Science classes and three social classes. In obtaining a sample, the writer chose II Natural science 2 class as a sample.

TABLE III. 2

THE POPULATION AND SAMPLE OF THE SECOND YEAR OF SMAN 1 BANGKINANG

NO	CLASS	POPULATION	SAMPLE
1	II Natural Science 1	27	-
2	II Natural Science 2	30	30
3	II Natural Science 3	29	-
4	II Natural Science 4	27	-
	Total	113	30

E. Technique of the Data Collection

To obtain the students' ability in writing spoof, the writer used a written test. The tests were divided into two types; the first was pre-test given before the treatment. The second was post-test given after treatment. Based on the Jacobs' theory (in Fauziah 2008: 26) the criteria of writing which are presents as the profiles are: content, organization, language use, and mechanics.

They have typical skills where its component has asset of qualities (level) to be rate and series of possible writing Jacobs' theory rating is as follows:

1. Content

TABLE III.3

Score	Level	Criteria
30-27	Excellent to very good	Knowledgeable, substantive, relevant
26-22	Good to average	Some knowledge, adequate range, limited development, mostly relevant
21-17	Fair to poor	Limited knowledge, little substance, inadequate development
16-13	Very poor	Does not show the knowledge, non substantive, not pertinent

2. Organization

TABLE III.4

Score	Level	Criteria
20-18	Excellent to very good	Fluent expression, ideas clearly stated, logical
17-14	Good to average	Somewhat choppy, loosely organize, limited support
13-10	Fair to poor	Non-fluent, idea confuse, lack logical
9-7	Very poor	Doesn't communicate, no organization

3. Vocabulary

TABLE III.5

Score	Level	Criteria
20-18	Excellent to very good	Supplicated range, effective word, word form mastery
17-14	Good to average	Adequate range, occasional error, meaning not absurd
13-10	Fair to poor	Limited range, frequent error, or not enough
9-7	Very poor	Essential translation, little knowledge

4. Language Use

TABLE III.6

Score	Level	Criteria
25-22	Excellent to very good	Effective complex, few errors,
21-18	Good to average	Simple constructions, minor problem,
17-11	Fair to poor	Major problem, meaning confused
10-5	Very poor	No mastery of the sentence, doesn't communicate

5. Mechanics

TABLE III.7

Score	Level	Criteria
5	Excellent to very good	Demonstrates mastery, few error,
4	Good to average	Occasional errors of punctuation, paragraphing,
3	Fair to poor	Frequent error, Poor handwriting, meaning confused
2	Very poor	No mastery of convention, dominated by error.

The writing result was evaluated by concerning five components and each component had score/level. The specific of the test is as follows:

TABLE III. 8

THE SPECIFIC OF THE TEST

No	Writing skill	The highest score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language use	25
5	Mechanics	5

F. Technique of the Data Analysis

In analyzing the data, the writer used mean score of pre test and post test, like in the following formula:

$$Mx = \frac{\sum FX}{N}$$

Where   Mx   : mean score

            X   : number of score

            N   : number of students

(Hartono, 2004: 30)

Because both data were derived from the same samples, the score was analyzed by using Paired Sampled T-Test. Generally, the writer used SPSS version 17.00 in analyzing statistical data.

The T-table was employed to see whether or not there was significant effect between the mean score of both pre test and post test. Then T-obtained value was consulted with the value of T table at the degree of freedom (df)

(df) = (N_1 + N_2) – 2

Statistically hypothesis:

H_o = t0 < t table

H_a = t0 > t table

Criteria for hypothesis:

1. H_o is accepted if t0 < t table or there is no significant effect of using picture story toward students' ability in writing spoof.

2. H_a is accepted if t0 > t table or there is a significant effect of using picture story toward students' ability in writing spoof text.

G. Validity and Reliability of the Test

1.Validity

In general, validity refers to the appropriateness of a given test or any of its component parts as a measure of what it is purposed to measure. A test is said to be valid if it measures what to be measured. There are several types of validity namely; face validity, content validity, empirical validity, concurrent validity, predictive validity, and construct validity. The writer concluded that this research belongs to the content validity, because the test reflects to what the students have learned the contents of the curriculum.

2.Reliability

A test is said to be reliable if it can produce stable or consistent scores although the test is administered at different time. Reliability is a very important characteristic of a test. A test is not valid unless it is reliable. There are some factors which affect the reliability of a test, namely; the sample performance, the number of items, the administration of the test, the students' motivation and other factors beyond the control of the tester (such as student sickness etc.).

The writer concluded that this research belonging to the inter-rater reliability for estimating reliability was used when scores on the test were independent estimated by two or more raters. This is usually the situation when the test is measuring composition writing ability or speaking ability, for example. There were two raters in this research, namely; Yasir Amri, M.Pd and Jonri Kasdi, S.Pd

CHAPTER IV

PRESENTATION OF THE DATA ANALYSIS

A. Description of the Data

Based on the data, the writer collected through the score of the students'
post-test in writing. The writer gave pre-test before combining the score after
treatment. The data were obtained by giving post test. The writing result was
evaluated by concerning five components: content, vocabulary, mechanics,
language use, and organization of writing. Each component had its score. The
total score between pre-test and post-test was significantly different. The total
score of pre test is 1955 while post test is 2162.

B. Data Presentation

1. Students' Ability in Writing Spoof Text before Using Picture Story.

<div align="center">

TABLE IV.1

DATA PRESENTATION OF PRE TEST ON STUDENTS' WRITING ABILITY

</div>

No	Pre test Score (x)	Frequency (f)	Fx
1	73	2	146
2	72	2	144
3	71	1	71
4	70	5	350
5	67	1	67
6	66	2	132
7	65	3	195
8	64	3	192
9	63	3	189
10	60	3	180
11	59	1	59
12	58	2	116
13	57	2	114
		N= 30	fx =1955

Table above show that, there are 2 students who get score 73, 2 students who get score 72, 1 student who gets score 71, 5 students who get score 70, 1 student who gets score 67, 2 students who get score 66, 3 students who get score 65, 3 students who get score 64, 3 students who get score 63, 3 students who get score 60, 1 student who gets score 59, 2 students who get score 58, 2 students who get score 57. The highest score is 73 and the lowest score is 57. While, the total score before using picture story in writing spoof text (pre test) is 1955.

2.Students' Ability in Writing Spoof Text after Using Picture Story.

TABLE IV.2

DATA PRESENTATION OF POST TEST ON STUDENTS' WRITING ABILITY

No	Post test Score (x)	Frequency (f)	Fx
1	83	1	83
3	82	3	246
4	79	1	79
5	78	3	234
6	76	2	152
7	75	3	225
8	73	2	146
9	72	2	144
10	70	2	140
11	69	1	69
12	68	2	136
13	66	1	66
14	65	2	130
15	64	3	192
16	60	2	120
		N=30	fx = 2162

Table above show that, there is 1 student who gets score 83, 3 students who get score 82, 1 student who gets score 79, 3 students who get score 78, 2 students who get score 76, 3 students who get score 75, 2 students who get score 73, 2 students who get score 72, 2 students who get score 70, 1 student who gets score 69, 2 students who get score 68, 1 student who gets score 66, 2 students who get score 65, 3 students who get score 64, 2 students who get score the 60.

The highest score is 83 and the lowest score is 60. While, the total score after using picture story in writing spoof text (post test) is 2162.

3. **Students' Ability in Writing Spoof Text before and after Using Picture Story.**

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TABLE IV.3

DATA PRESENTATION OF PRE AND POST TEST ON STUDENTS' WRITING ABILITY

</div>

Pre test Score (x)	Frequency (f)	Fx	Post test Score (x)	Frequency (f)	Fx
73	2	146	83	1	83
72	2	144	82	3	246
71	1	71	79	1	79
70	5	350	78	3	234
67	1	67	76	2	152
66	2	132	75	3	225
65	3	195	73	2	146
64	3	192	72	2	144
63	3	189	70	2	140
60	3	180	69	1	69
59	1	59	68	2	136
58	2	116	66	1	66
57	2	114	65	2	130
			64	3	192
			60	2	120
Total	N= 30	fx=1955		N= 30	fx = 2162

Table above show that, the total score of students in writing spoof text before using picture story is 1955, while the total score of students in writing

spoof text after using picture story is 2162. It means that; the total score on post test is higher than the total score on pre test.

C. Data Analysis

1. **Analysis on Students' Ability in Writing Spoof Text before Using Picture Story.**

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TABLE IV.4

DATA ANALYSIS ON STUDENTS' ABILITY IN WRITING SPOOF TEXT BEFORE USING PICTURE STORY.

</div>

No	Pre test Score (x)	Frequency (f)	Fx	Category
1	73	2	146	Good
2	72	2	144	Good
3	71	1	71	Good
4	70	5	350	Good
5	67	1	67	Good
6	66	2	132	Good
7	65	3	195	Enough
8	64	3	192	Enough
9	63	3	189	Enough
10	60	3	180	Enough
11	59	1	59	Enough
12	58	2	116	Enough
13	57	2	114	Enough
		N= 30	fx =1955	Enough

Mean   Mx $= \dfrac{\sum FX}{N}$

$$= \dfrac{1955}{30}$$

$$= 65$$

From the table above, there are 2 students who get score 73 are categorized into good, 2 students who get score 72 are categorized into good, 1 student who gets score 71 are categorized into good, 5 students who get score 70 are categorized into good, 1 student who gets score 67 are categorized into good, 2 students who get score 66 are categorized into good, 3 students who get score 65 are categorized into enough, 3 students who get score 64 are categorized into enough, 3 students who get score 63 are categorized into enough, 3 students who get score 60 are categorized into enough, 1 student who gets score 59 are categorized into enough, 2 students who get score 58 are categorized into enough and 2 students who get score 57 are categorized into enough.

So, it can be concluded that mean score of students in writing spoof text before using picture story is 65 and categorized into enough.

2. Analysis on Students' Ability in Writing Spoof Text after Using Picture Story.

TABLE IV.5

DATA ANALYSIS ON STUDENTS' ABILITY IN WRITING SPOOF TEXT AFTER USING PICTURE STORY.

No	Post test Score (x)	Frequency (f)	Fx	Category
1	83	1	83	Very Good
2	82	3	246	Very Good
3	79	1	79	Good
4	78	3	234	Good
5	76	2	152	Good
6	75	3	225	Good
7	73	2	146	Good
8	72	2	144	Good
9	70	2	140	Good
10	69	1	69	Good
11	68	2	136	Good
12	66	1	66	Good
13	65	2	130	Enough
14	64	3	192	Enough
		N= 30	fx =2162	Good

Mean $\quad Mx \ = \dfrac{\sum FX}{N}$

$$= \frac{2162}{30}$$

$$= 72$$

From the table above, there is 1 student who gets score 83 is categorized into very good, 3 students who get score 82 are categorized into very good, 1

student who gets score 79 is categorized into good, 3 students who get score 78 are categorized into good, 2 students who get score 76 are categorized into good, 3 students who get score 75 are categorized into good, 2 students who get score 73 are categorized into good, 2 students who get score 72 are categorized into good, 2 students who get score 70 are categorized into good, 1 student who gets score 69 is categorized into good, 2 students who get score 68 are categorized into good, 1 student who gets score 66 is categorized into good, 2 students who get score 65 are categorized into enough, and 3 students who get score 64 are categorized into enough. So, it can be concluded that mean score of students in writing spoof text after using picture story is 72 and categorized into good.

3. **Analysis on the Effect of Picture Story toward Students' Ability in Writing Spoof Text before Using Picture Story and after Using picture story.**

Based on the data above, the writer used mean score of pre-test and post - test. The score was analyzed by using Paired Sampled T-Test. The last formulation of the problems was necessary to be answered by using SPSS version 17.00 explained in the following table and histogram:

TABLE IV.6

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	65.17	30	5.066	.925
	posttest	72.07	30	6.700	1.223

The table IV.6 above shows that mean score of students' writing ability before using picture story is 65.17 and standard deviation is 5.066. While, mean score of students' writing ability after using picture story is 72.07 and standard deviation is 6.700.

TABLE IV.7

Paired Samples Test

Paired Samples Test

		Paired Differences						df	Sig. (2-tailed)
					95% Confidence Interval of the Difference		t		
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	pretest - posttest	-6.900	3.551	1.214	-9.383	-4.417	-5.683	29	.000

The table IV.7 above shows that the score of t-test is 5.683 and the average is 6.900. It shows that there is a significant effect between students before using picture story and after using picture story in SMAN 1 Bangkinang.

It is provided by finding t-test (5.683) which is greater than t-table at the 5% grade of significance = 0.355, while in the level of significance 1% = 0.456. It can be read that 0.355< 5.683> 0.456. It means that null hypothesis (Ho) is rejected and alternative hypotheis (Ha) is accepted. Therefore, the writer concludes that picture story gives a postive effect toward students' ability in writing spoof text.

While, the histogram of students' ability before and after using picture story is as follows:

The Histogram of Students Ability before Using Picture Story
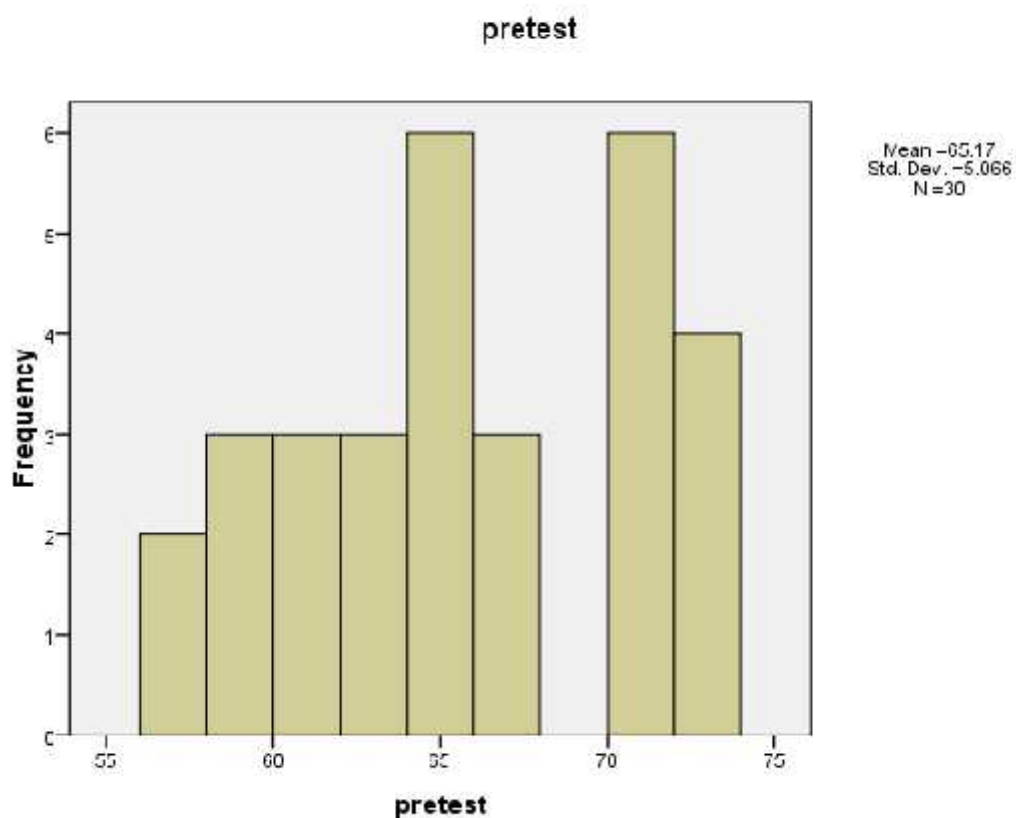
From the histogram above, there are 2 students who get score 73, 2 students who get score 72, 1 student who gets score 71, 5 students who get score 70, 1 student who gets score 67, 2 students who get score 66, 3 students who get score 65, 3 students who get score 64, 3 students who get score 63, 3 students who get score 60, 1 student who gets score 59, 2 students who get score 58 and 2 students who get score 57.

The Histogram of Students Ability after Using Picture Story
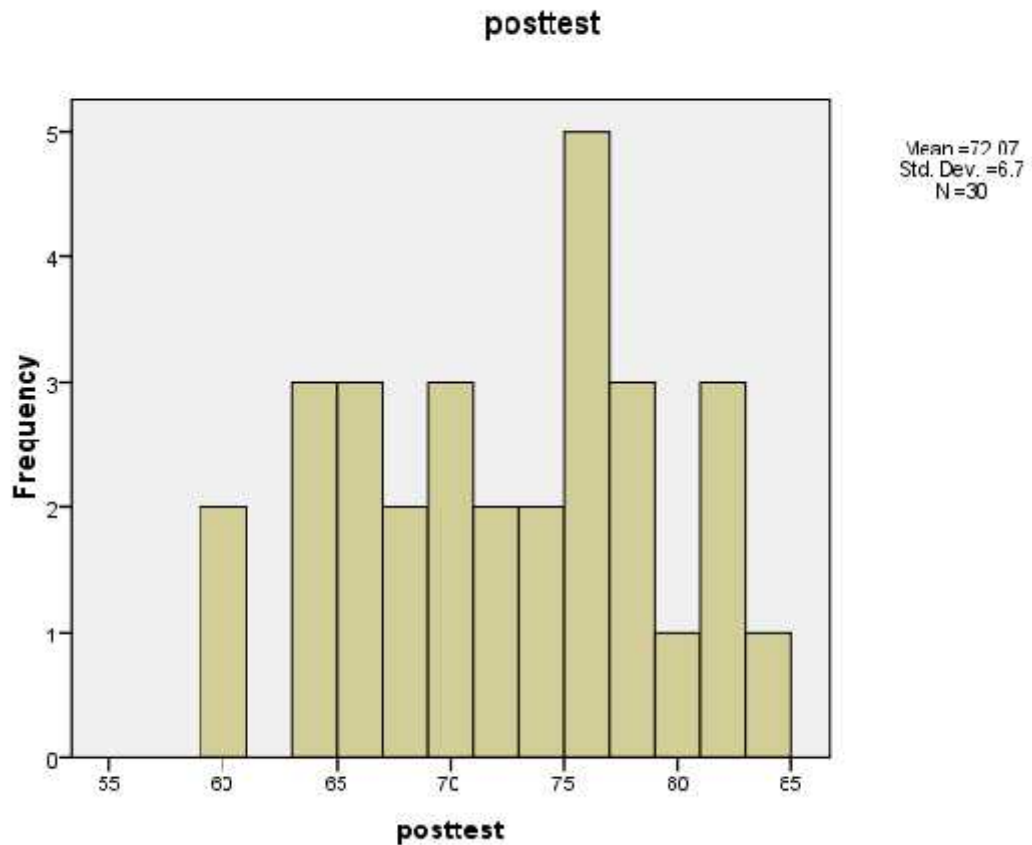
posttest

Mean =72.07
Std. Dev. =6.7
N =30

posttest

From the table above, there is 1 student who gets score 83, 3 students who get score 82, 1 student who gets score 79, 3 students who get score 78, 2 students who get score 76, 3 students who get score 75, 2 students who get score 73, 2 students who get score 72, 2 students who get score 70, 1 student who gets score 69, 2 students who get score 68, 1 student who gets score 66, 2 students who get score 65, and 3 students who get score 64.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was conducted in order to find out how the students' ability in writing spoof text before using picture story is, to find out how the students' ability in writing spoof text after using picture story is and to find out whether there is or no significant effect of using picture story toward students' ability in writing spoof text before and after using picture story.

The conclusion can be summarized in the following :

1. Based on the mean score of the students on pre test (65), it shows that the students' ability in writing spoof text before using picture stories is categorized into enough.

2. Based on the mean score of the students on post test (72), it shows that the students' ability in writing spoof text after using picture stories is categorized into good.

3. Based on the score of t-test (5.683) and the average (6.900), it shows that there is significant effect of using picture story toward students' ability in writing spoof text before and after using picture story. It is provided by finding t-test (5.683) which is greater than t-table at the 5% grade of significance = 0.355, while in the level of significance 1% = 0.456, it can be read that 0.355< 5.683> 0.456. It means that null hypothesis (Ho) is rejected and alternative hypotheis (Ha) is accepted.

Therefore, it can be concluded that picture story gives a postive effect toward students' ability in writing spoof text.

B. Suggestion

Based on the research, the writer suggests as follows:

1.Suggestions for the teacher

a. The teacher should have ability to guide the students in learning English in order to increase their ability, especially in writing.

b. The teacher should give the students opportunities to express their ideas in the form of writing.

c. The teacher should be more active to improve the students' writing ability by practicing writing.

d. It is recommended to the teacher to use picture story in teaching and learning process.

2. Suggestions for the students

a. The students should practicing writing in order to improve their writing ability.

b. The students should pay more attention to the lesson that has explained by their teacher.

c. The students should use an effective technique which is very useful in writing.

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APPENDIX I

<div align="center">

PRE TEST

</div>

Name :

Class :

DIRECTIONS:

1. This test is only for a research and will not influence to your score
2. Write a spoof text with the topic "**Funny Experience**"!
3. Thank you for your participation and good luck!

APPENDIX II

POST TEST

Name :

Class :

DIRECTIONS:

1. This test is only for a research and will not influence to your score
2. Write a spoof text with the topic "**WC**"
3. Write a spoof text based on the picture story!
4. Thank you for your participation and good luck!

APPENDIX III

The Draw Score of Pre-Test in Term of Using Content, Organization,

Vocabulary, Language Use, and Mechanics

No	Students	Content	Organization	Vocabulary	Language Use	Mechanics	Table Score
1	Student	15	10	10	13	3	50
2	Student	22	18	16	15	3	75
3	Student	25	17	16	18	4	80
4	Student	25	17	16	18	4	80
5	Student	22	18	16	15	3	75
6	Student	23	11	11	17	3	65
7	Student	22	18	16	15	3	75
8	Student	21	17	11	15	3	63
9	Student	22	10	10	17	3	62
10	Student	22	10	10	18	3	63
11	Student	22	10	10	18	3	63
12	Student	22	11	11	17	3	64
13	Student	22	18	10	15	3	75
14	Student	15	10	10	13	3	50
15	Student	15	10	10	13	3	50
16	Student	22	18	16	15	3	75
17	Student	22	12	11	17	3	65
18	Student	22	11	11	17	3	65
19	Student	22	18	16	15	3	75
20	Student	22	18	16	15	3	75
21	Student	25	17	16	18	4	80
22	Student	25	17	16	18	4	80
23	Student	25	17	16	18	4	80
24	Student	22	18	16	15	3	75
25	Student	22	11	10	10	3	63
26	Student	22	11	10	10	3	63
27	Student	22	11	10	10	3	63
28	Student	25	17	16	18	4	80
29	Student	22	18	16	15	3	75
30	Student	15	10	10	13	3	50

Rater I

Yasir Amri, M.Pd

APPENDIX IV

The Draw Score Post-Test of Experiment Group in Term of Using Content, Organization, Vocabulary, Language Use, and Mechanics

No	Students	Content	Organization	Vocabulary	Language Use	Mechanics	Table Score
1	student	22	18	16	15	3	75
2	Student	23	11	11	17	3	65
3	Student	25	15	10	17	3	70
4	Student	22	12	11	18	3	65
5	Student	20	12	11	18	4	65
6	Student	22	18	16	15	3	75
7	Student	22	15	11	18	4	70
8	Student	22	17	16	15	3	74
9	Student	26	18	16	18	4	82
10	Student	23	15	16	17	4	75
11	Student	22	15	15	15	3	70
12	Student	22	18	16	15	3	75
13	Student	25	17	16	18	4	80
14	Student	20	12	12	17	3	64
15	Student	20	11	13	18	4	65
16	Student	20	11	11	17	7	62
17	Student	20	10	13	18	4	65
18	Student	20	10	10	17	3	60
19	Student	20	12	12	12	3	65
20	Student	25	17	16	18	4	80
21	Student	20	11	11	17	3	62
22	Student	25	12	16	18	4	80
23	Student	25	17	16	18	4	80
24	Student	15	12	11	17	4	58
25	Student	22	10	10	17	3	62
26	Student	20	10	10	12	3	60
27	Student	22	18	16	15	3	75
28	Student	25	12	12	18	4	70
29	Student	20	10	10	17	3	60
30	Student	23	10	10	17	3	63

Rater I

Yasir Amri, M.Pd

APPENDIX V

The Draw Score of Pre-Test of Experiment Group in Term of Using Content,

Organization, Vocabulary, Language Use, and Mechanics

No	Students	Content	Organization	Vocabulary	Language Use	Mechanics	Table Score
1	Student	22	12	14	10	7	65
2	Student	25	16	17	15	7	80
3	Student	23	12	15	11	7	68
4	Student	21	12	14	11	7	65
5	Student	20	11	12	10	7	60
6	Student	22	13	14	12	7	62
7	student	23	12	14	12	7	68
8	student	20	11	12	10	4	53
9	student	18	10	10	10	4	52
10	student	18	10	10	10	4	52
11	student	20	11	12	11	7	61
12	student	18	10	10	9	4	51
13	student	17	9	9	9	4	48
14	student	20	10	12	9	4	55
15	student	20	10	10	9	4	53
16	student	22	12	13	11	7	65
17	student	23	11	12	12	7	65
18	student	20	10	10	9	4	53
19	student	19	11	10	10	4	54
20	student	18	10	10	9	4	51
21	student	18	10	10	9	4	51
22	student	25	16	17	15	7	80
23	student	23	12	14	10	4	63
24	student	22	10	13	12	7	64
25	student	23	15	17	14	7	76
26	student	19	10	12	12	4	57
27	student	18	10	12	9	7	56
28	student	23	13	15	12	7	70
29	student	21	12	14	10	7	64
30	student	18	10	12	10	4	54

Rater II

Jonri Kasdi, S.Pd

APPENDIX VI

The Draw score Post-Test of Experiment Group in Term of Using Content,

Organization, Vocabulary, Language Use, and Mechanics

No	Students	Content	Organization	Vocabulary	Language Use	Mechanics	Table Score
1	student	26	17	17	17	7	84
2	student	25	17	17	15	7	81
3	student	25	17	17	14	7	80
4	student	25	17	17	14	7	80
5	student	23	14	16	13	7	73
6	student	26	17	17	17	7	84
7	student	23	16	15	14	7	75
8	student	26	17	17	15	7	82
9	student	26	17	17	17	7	84
10	student	26	17	17	17	7	84
11	student	24	16	17	12	7	76
12	student	25	17	16	12	7	77
13	student	25	17	17	13	7	79
14	student	23	13	14	11	7	68
15	student	25	17	17	13	7	79
16	student	22	12	14	11	7	66
17	student	20	13	12	10	7	62
18	student	28	12	11	10	4	55
19	student	21	15	15	13	7	71
20	student	25	17	17	17	7	83
21	student	20	15	15	11	7	68
22	student	26	17	17	17	7	84
23	student	26	17	17	17	7	84
24	student	20	13	13	11	4	61
25	student	24	16	17	15	7	79
26	student	24	17	17	17	7	82
27	student	25	17	17	17	7	83
28	student	23	16	15	13	7	74
29	student	22	15	16	11	7	71
30	student	23	15	16	13	7	74

Rater II

Jonri Kasdi, S.Pd

LESSON PLAN

Topic   : Ring
Skill focus   : Writing
Source   : Students' Book
Teaching Aids   : White board, board marker, and picture story
Meeting   : 1st
Time Allocation   : 1 X 45 minutes

I. Base Competence   : Expressing the meaning and rhetorical competence of written form accurately, fluently and acceptable in daily life context in a spoof text.

II. Indicators   : - Identifying the meaning of spoof text
                         - Identifying the rhetoric' steps of spoof text
                         - Writing a spoof text

III. Aims   : - Students can identify the meaning of spoof text
                         - Students can identify the rhetorical steps of spoof text
                         - Students can write a spoof text

IV. Materials   : The material is about the ring; here the teacher gives the picture stories to the students.

V. Steps
  Pre activities   : - Greeting
                         - Doing classroom activities
                         - Telling them that this is writing class

  While activities   : - Teacher gives the students picture stories
                         - Teacher explains to students how to start to write about the picture stories
                         - Teacher tries to be a model to the students how to write

  Post Activities   : - Students collected their writing
                         - The result will be announced in the next meeting

      Headmaster   English Teacher   Researcher

    Drs.ARHAM   **HEFNIATI S.Pd**   **ROSDIANA**

LESSON PLAN

Topic   : Soldier
Skill focus   : Writing
Source   : Students' Book
Teaching Aids   : White board, board marker, and picture story
Meeting   : 2nd
Time Allocation   : 1 X 45 minutes

I. Base Competence : Expressing the meaning and rhetorical competence of written form accurately, fluently and acceptable in daily life context in a spoof text

II. Indicators   : - Identifying the meaning of spoof text
                      - Identifying the rhetoric' steps of spoof text
                      - Writing a spoof text

III. Aims   : - Students can identify the meaning of spoof text
                      - Students can identify the rhetorical steps of spoof text
                      - Students can write a spoof text

IV. Materials   : The material is about the soldier; here the teacher gives the picture stories to the students

V. Steps
   Pre activities   : - Greeting
                      - Doing classroom activities
                      - Telling them that this is writing class

   While activities : - Teacher gives the students picture stories
                      - Teacher explains to students how to start to write about the picture stories
                      - Teacher tries to be a model to the students how to write

   Post activities : - Students collected their writing
                      - The result will be announced in the next meeting.

        Headmaster   English Teacher   Researcher

        Drs.ARHAM   **HEFNIATI S.Pd**   **ROSDIANA**

LESSON PLAN

Topic   : Colors
Skill focus   : Writing
Source   : Students' Book
Teaching Aids   : White board, board marker, and picture story
Meeting   : 3rd
Time Allocation   : 1 X 45 minutes

I. Base competence   : Expressing the meaning and rhetorical competence of written form accurately, fluently and acceptable in daily life context in a spoof text

II. Indicators   : - Identifying the meaning of spoof text
                       - Identifying the rhetoric' steps of spoof text
                       - Writing a spoof text

III. Aims   : - Students can identify the meaning of spoof text
                       - Students can identify the rhetorical steps of spoof text
                       - Students can write a spoof text

IV. Materials   : The material is about the colors; here the teacher gives the picture stories to the students

V. Steps
   Pre Activities   : - Greeting
                       - Doing classroom activities
                       - Telling them that this is writing class

   While activities : - Teacher gives the students picture stories
                       - Teacher explains to students how to start to write about the picture stories
                       - Teacher tries to be a model to the students how to write

   Post Activities   : - Students collected their writing
                       - The result will be announced in the next meeting.

        Headmaster   English Teacher   Researcher

        Drs.ARHAM   **HEFNIATI S.Pd**   **ROSDIANA**

LESSON PLAN

Topic   : WC
Skill focus   : Writing
Source   : Students' Book
Teaching Aids : White board, board marker, and picture story
Meeting   : 4th
Time Allocation : 1 X 45 minutes

I. Base competence : Expressing the meaning and rhetorical competence of written form accurately, fluently and acceptable in daily life context in a spoof text

II. Indicators : - Identifying the meaning of spoof text
- Identifying the rhetoric' steps of spoof text
- Writing a spoof text

III. Aims : - Students can identify the meaning of spoof text
- Students can identify the rhetorical steps of spoof text
- Students can write a spoof text

IV. Materials : The material is about WC; here the teacher gives the picture stories to the students

VI. Steps
  Pre Activities : - Greeting
- Doing classroom activities
- Telling them that this is writing class

  While activities : - Teacher gives the students picture stories
- Teacher explains to students how to start to write about the picture stories
- Teacher tries to be a model to the students how to write

  Post Activities : - Students collected their writing
- The result will be announced in the next meeting

Headmaster   English Teacher   Researcher

Drs.ARHAM   **HEFNIATI S.Pd**   **ROSDIANA**

CURRICULUM VITAE

Name : Rosdiana

Place/Date of Birth : Bangkinang, 29 October 1987

Sex : Female

Address : Marpoyan Damai

Religion : Islam

Parents :

Father : Zamnur Yahya BA

Mother : Srikartina

School:

1. SDN 037 Langgini Bangkinang (1993 – 1999)

2. MTSN Model Kuok Bangkinang Barat (1999 – 2002)

3. SMAN I Bangkinang (2002-2005)

4. UIN Sultan Syarif Kasim Riau (2006 – 2011)