

**IMPROVING STUDENTS COMPETENCE IN WRITING SPOOF TEXT  
THROUGH GROUP DISCUSSION : A CASE OF THE ELEVENTH  
GRADE STUDENTS OF SMAN 01 GRINGSING**

By

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**Abstract**

Group Discussion is a modern method of assessing students personality. The objectives of the study are (1) to find out the students' writing ability through group discussion and without group discussion, (2) to know if there is any significant difference of the students' writing ability between using group discussion and without group discussion technique. The type of this research was experimental research. The sample were selected two classes by using cluster random sampling. Each class consisted of 30 students as experimental group and control group. Data were collected by using test and treatment. The instrument of this research was written test. The mean of post-test in control group is 71.83 and the mean of post-test in experiment group is 74.00. Then the t-test score obtained is 5.565 with degree of freedom (df) is 58. From the result of significant t- value is higher than t-table ( $5.565 > 1.671$ ), it can be concluded that  $H_0$  (negative hypothesis) is rejected. It means that  $H_a$  (positive hypothesis) can be accepted. The conclusion is that using group discussion to teach writing spoof text for the students has significant effect for the improvement of students' ability in writing spoof text.

**Keyword:** Group discussion, Spoof text, Writing

**Introduction**

In learning English, there are four language skills that students should master. They are listening, speaking, reading and writing. Usually, writing is considered as the most difficult subject, this is caused by a lack of attention from the teachers in teaching writing in class. According to Robert

E. Slavin (1997:130) "group discussion is to make sure that each group member participates". The use group discussion is another frequently cited strategy for changing the interactional dynamics of language classroom. So the writer chooses group discussion for this research. It is

the way to solve boredom learning spoof text. In this study, the writer will focus on spoof text is one type of English text which consists of their experience especially fun experience or unforgettable experience and this text one of the material which taught in eleventh grade in Senior High Schools, it also available in syllabus. Spoof text is a text that has social function to reader with humorous story or funny event to entertain, which end by twist. But, sometimes the students get difficulties in writing spoof text because they have to express the events, into written form. Then they also have difficulties to arrange the sentence in order to find the twist.

### **Statements of the Problem**

From the background of the topic, it can be stated the following problems:

### **Related Theories**

#### **Writing**

Writing is one of four English skills. It has been practiced by people since long time ago. It is a language skill which is used to communicate with other people. Harmer (2004:86) states,

1. To what extent is the students' writing ability through group discussion and without group discussion?
2. Is there any significant difference of the writing ability between using group discussion technique and without group discussion technique?

### **Objectives of the Study**

Based on the problems stated above, the objectives of the research are :

1. To find out the students' writing ability through group discussion and without group discussion.
2. To know if there is any significant difference of the students' writing ability between using group discussion and without group discussion technique.

“writing is a process that what we write is often heavily influenced by the constraints of genre, and then these elements have to be presented in learning activities”. It means that students who are writing within a certain genre consider a number of

different factor, such as they have to knowledge of the topic, the convention and style of genre and the context in which their writing will be read, and by whom. Writing also has always been part of the syllabus in teaching of English. Based on statement above, by using writing we can share our idea, feeling or anything that exist in our mind and organize them in simple sentence or in short paragraphs well. Writing is also a process, when we write it will be influence by the constraints of genre has to be present in learning activities.

### **Group Discussion**

Group Discussion is a modern method of assessing students personality. It is both a technique and an art and a comprehensive tool to judge the worthiness of the student and his appropriateness for the job. Robert E. Slavin (1997: 130) states, "Group discussion is to make sure that each group member participates". In this research, a group consists of five persons or pair, they are given some instructions. They are both telling what being instructed and note down what being told by turns, and

they are discussing about text. In this study, the writer wants to apply group discussion in order to know students ability in writing a spoof text.

It is a small group, Harmer (2007:43) explains that group has been popular in language teaching for many years and has many advantages. According to Harmer (2001:117-118) the advantages of small group discussion are :

1. It dramatically increases the amount of talking for individual.
2. Because there are more than two people in the group, person relationship are usually less problematic; there is also the greater chance of different opinions and varied contribution.
3. It encourages broader skill of cooperation and negotiation.
4. It promotes students autonomy by allowing students to make their own decision in the group without being told what to do by teacher.

### **Spoof Text**

One of the texts that are taught in the level of Senior High School is

spoof text. It is taught in the eleventh grade and it also available in syllabus. Linda. G and P. Wignell (1994 : 192) states, “ spoof text is to retell an event with a humorous twist “.

From the definition above, the writer concludes that spoof text is a text which is used to make the imagination about humorous people or events of units of time, like days, time of day, or season. Spoof almost make satirical humor of the movie or play, poking fun at various aspects while retaining the general plot or idea. In this study, the researcher will discuss about its elements of spoof text.

According to Linda. G and P.Wignell (1994: 192) spoof text has criterion as mentioned below:

1. The generic structures of spoof text are:
  - 1) Orientation: provides the setting and introduces participant
  - 2) Events : tell what happened, in what sequence
  - 3) Twist : unpredictable humorous ending
2. The social function of spoof text is to retell an event with a humorous twist.

3. Significant lexico grammatical features of spoof text are :

- a) Individual participant: the subject must be brief.
- b) Use of process : according to Linda. G and P.Wignell (1994 : 54) there are seven different processes : material processes, behavioural processes, mental processes, verbal processes, relational processes, existential processes, meteorological processes. Processes are realised by verb. In this study, the writer focuses on spoof text and in this text used material process. Material process are processes of material doing. In material processes expres the notion physically does something.
- c) Use of circumstances : circumstance answer such question as when, where, why, how, how many, and as what. Circumstance consist of : time, place, manner, cause, accompaniment, matter, role. In this study, the circumstance of spoof text focus on circumstances of time and place.

d) Use of past tense : past tense used to tell the past experience. In spoof text which tells factual story, happened in the past time

with unpredictable and funny ending.

## **Research Method**

### **Research Design**

In conducting this study, the writer took the eleventh grade students of SMA Negeri 1 Gringsing Batang. In this research the writer used experimental research.

An experimental research typically involves two groups. An experimental group which receives the treatment and the control group which does not receive any treatment. The aim of this research is to know the effectiveness of using group discussion in students' writing improvement.

In this research the writer used true-experimental design. This procedure involves random assignment of participants to two groups. Both of groups were given the same pre-test and post-test, but the treatment is only to the experimental group.

### **Subject of the research**

The writer chooses in this research is the eleventh grade students of SMAN 01 Gringsing in academic year 2012 / 2013. Each class contains 30 students and there are four classes. It means that the population of the research is 120 students. The sampling technique of the research is the cluster random sampling. The first class was called experimental group which will taught by using group discussion and the other class was called control group which will taught without using group discussion.

### **Instrument**

The instrument used to collect the data is the test. The test given is essay test, which the student should write the funny story in a simple paragraph consisting of ten sentences. The test given in pre-test and post-test. To conduct the test, the researcher gave some text to analyze by students

in discussion. After that, the researcher ask to the student to write a spoof text, which was appropriate in the answer sheet. These tests are used to know the students' ability in writing spoof text using and without group discussion.

### **Method of Data Collection**

### **Findings**

From the data analysis, The result showed that the experimental group had better writing skill scores ( $M=74,00$ ,  $SD=6.486$ ) than those of control group's score ( $M=71,83$ ,  $SD=3,824$ ). It means that the students' writing ability in writing spoof text after using group discussion technique was getting better. Based on the table above showed that mean difference between post-test in control group and post-test in experimental group is  $-10.167$  and the standard error difference is  $1.827$ . The t-test score is  $5.565$  with degree of freedom (df) is  $58$ . The value of t-test was calculated from SPSS 16 ( $5.565 > t\text{-table}(1,6687)$ ). If  $t\text{-table} \leq t\text{-test}$ ,  $H_0$  was

Method of data collection is very important in the research. In this research, the writer uses test as method of collecting data. Brown, H. Douglas (2004:3) says that test is a method of measuring a person's ability, knowledge, or performance in a given domain. The test will be given to the students and they collected their work.

rejected,  $H_1$  was accepted. It means that teaching writing by using group discussion could increase the students' ability to write spoof text.

First, the students' average score who were taught write spoof text by using group discussion is  $74.00$  in the table of level achievement it is on the range  $70-79$  which is categorized into good. Second, the students' average score who were taught write spoof text without using group discussion is  $63.83$ . In the table of level achievement it is on the range  $60-69$ , which is categorized into Adequate.

Third, The result of t-test is  $5.565$  with degree of freedom (df) is  $58$ . The

value of t-test was calculated from SPSS 16 ( $5.565 > t\text{-table}$  (1,6687). If  $t\text{-table} \leq t\text{-test}$ ,  $H_0$  was rejected,  $H_1$  was accepted. It means that teaching

writing by using group discussion could increase the students' ability to write spoof text.

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