CHAPTER I
INTRODUCTION

A. The Background of the Study

Language is used as a means of communication in human being life. It is very important because it is used when people make an interaction with other people. Language is the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way. (http://www.oxforddictionaries.com/definition/english/language).

There are many kinds of languages which are taught in schools, but English is one of these languages which mostly has roles in educational side. Most of schools in Indonesia take English as the main subject besides German, Japan, Spain, etc. The implication is, students will be able to understand many kinds of things using English language.

Considering the importance of the language, Indonesia's government has drawn up English as a foreign language that should be mastered by the students. In Indonesia, English teaching aims at mastering four basic skills of language, which include listening, speaking, reading, and writing skills.

One of these four skills which is very important and most required in academic field is writing. Writing is one of language skills by which students can express their ideas in written form. It means that they have to be able to write correct sentences and arrange them into a good paragraph. In writing activity, the students are expected to be able to enrich their views about the topic they want to write as well as to improve their technique in the writing task.

However, a number of people agree to say that writing is a difficult task to do because of its complexity. Such assumption appears to be true because it really requires many efforts, much time, and great attention from the writer toward the topic as well as the process itself.

Heaton (2005-2008: 135) stated that, "The writing are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.Writing should be practiced and learned gradually in order to make the students master it well. The students also need time and special task to improve this ability. According to Nunan (2003) writing is both a process and product. The writer imagines, organize, drafts, edits, reads, and rereads. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible for the readers. Writing also needs some other skills such as ability to choose appropriate words, ability to arrange words to be good sentences and paragraphs.

In reality, most of students always get difficulties when they are asked to write in English. There are some factors that cause this, they are: 1. Students want to write just because they are asked by the teacher to do that as their task and it makes them feel more difficult to write in English because they do not make it as their habit, 2. The students are still confused how to start writing, they did not know how to write systematically and how to make every sentences coherence, 3. The teacher who teach the students in writing actually motivate and encourage the students to write frequently in order to have the better quality of writing, but

sometimes in the other case, the teachers do not check the students' task, so the students do not know their difficulties in writing

In learning English, there are so many kinds of genres. They are: description, recount, narration, procedure, explanation, discussion, exposition, news item, report, anecdote, spoof and functional text. Each genre has its own social function, difficulties, generic structure and language feature. However, in the process of learning, sometimes students get bored.

Jeremy adds that students' boredom is the greatest enemy in teaching learning, he states, "One of the greatest enemies of successful teaching is students' boredom. Students frequently know what is going to happen in class and they know this because it will be the same as what happen in the last class and just sitting of classes before". In order to eliminate students' boredom; the teacher should be creative enough in selecting genre of text to be taught of 14 genres.

To make students motivate and enjoyable to learn, the teacher should use an interesting strategy which motivate students to learn.

Furthermore, based on preliminary observation that the writer has done at second grade of Senior High School in Pematang Raya, the writer find out the students' problem in writing Spoof. And the result of the observation showed that some of the students face problem in generic structure and the other face problem in language features. Generic Structure and Language features in a text have a big influence in producing a good text.

Spoof is a kind of genre used to retell events with a humorous twist. In this study, the writer focuses on spoof text in several aspects of generic structure,

social function and language features which are produced by the eleventh grade students of senior high school with their writing result.

In understanding the spoof text, in other case the students' problem in writing mostly caused by some factors such as; the students' interest and liveliness in writing class were low because they are not accustomed to write in English, less positive response on writing assignments, they feel burdened to write in English. For example; when the teacher explained the material by using English language, the students feel bored to follow the lesson because they did not understand what the teacher said, they did not mastering the vocabularies well, and automatically they did not understand the spoof text correctly. It made the students confused how to differentiate between the spoof text and other text, they feel confused how to differentiate between the generic structure of spoof text and the generic structure of other text.

Usually, all time of teaching writing only focuses on the theory of grammar or writing concept, it was not support the students to write as much as possible. Then, when the teacher give the writing assignment, they feel burdened to write in English because they are still confused how to write spoof text correctly. The students have difficulties in organizing the writing spoof text because they just imagine what they have to write, they did not understand the concept of spoof text so there were many students who need long time to think although only a few sentences.

Based on the background above, the results of this study are expected to provide valuable information on what students' problem in writing spoof text, so

the teacher can choose an appropriate teaching media to help students to develop their spoof writing. The researcher will try to solve the students' problem based on the teaching and learning spoof text by using video. Video is one of media in which people can record image event, organize them and then communicate them to others. Most of audiovisual media not only make students more easy to understand the material, but also make students enjoy in the writing class. By using video, students will feel something new and different from what they usually get in their class. One of the main function of video is that students do not just hear language, they see it too.

Today, using video have some goals. Azhar (2003: 48) states that "Generally, video is used to entertainment, documentation, and education. Video can provide information, process, and teach some skills, etc.

From the explanation above, the writer concluded that video is one of the audio visual media that can be used in teaching writing. It makes something more interesting for students. It also can be used in creating situation for writing class more clearly.

B. The Problem of the Study

Related to the background, the problem in this study is formulated as follows:

1. What are the problems faced by the students in writing spoof text?

2. What teaching learning activities that can be proposed to solve the problem of writing spoof?

C. **The Objectives of the Study**

Based on the problem of study, the objective of this study are:

1. To describe the students' problem in writing spoof text.

2. To design teaching learning activities to solve the students' problem of writing spoof.

D. **The Scope of the Study**

The scope of this study is limited on analyzing students' problem in writing spoof text. Especially, on text organizations and language features.

E. **The Significance of the Study**

The findings of this study are expected to contribute to:

1. Theoretically, the teachers of English know the students' problem in writing spoof text, so the teacher can choose appropriate teaching media in teaching spoof text.

2. Practically, the students of English are able to write spoof text in a good language features, to avoid mistakes in writing spoof text and they are interested in learning English.