USING THE WHOLE GROUP DISCUSSION OF A FUNNY STORY IN TEACHING WRITING A SPOOF TEXT TO SENIOR HIGH SCHOOL STUDENTS

PAPER

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ABSTRAK

Jannah, Miftahul. 2011 : Using The Whole Group Discussion of a Funny Story In Teaching Writing a Spoof Text To Senior High School

Makalah ini bertujuan mencoba untuk mendiskusikan teknik yang tepat dan menarik yang dapat meningkatkan kemampuan siswa SMA dalam mengembangkan kemampuannya menulis text spoof dengan baik. Teknik yang akan dibahas dalam makalah ini adalah " *Whole Group Discussion* " melalui kelompok diskusi yang mesti melibatkan semua kelompok dalam mendiskusikan cerita lucu, yang mana pada tiap-tiap kelompok itu mesti ada ide dan aktif dalam diskusi. Adapun jenis *Whole Group Discussion* dan langkah-langkahnya adalah Pertama, *Discussion Group* yaitu diskusi dengan kelompok masing-masing yang telah ditentukan guru dengan langkah-langkah sebagai berikut: Salah satu anggota tiap-tiap kelompok sebagai ketua kelompok, semua anggota kelompok harus memberikan pendapat seperti menentukan topic, detail jalannya cerita dengan bahasa yang menarik, memberikan ide kepada kelompok, menulis masing-masing kesimpulan cerita lucu dalam diskusi tersebut. Kedua, *Discussion Leader* yaitu diskusi dengan semua group yang mana mendiskusikan cerita lucu yang diberikan guru dengan kelompok masing-masing dengan langkah-langkahnya seperti berikan ringkasan kepada group masing-masing (siswa harus membuat ringkasan secara individu dan ketua kelompok mengumpulkan ringkasan), mendiskusikan cerita lucu dengan strategis.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing as one of the language skills in English is an important requirement for learning personal experience and professional success. Through writing people can show their knowledge acquisition in many areas, such as to get society, science, cultures, economics and politics. By having an ability in writing people can demonstrate their ideas, thoughts and feelings in order to communicate with others. In classroom, writing allows the students to be able to think critically and logically. Because writing requires them to have sentences written correctly in order to be easy to understand by the reader.

In genre based approach, teachers help the students to develop their writing skill by introducing them the genre which they are explicitly taught about the social functions, the generic structures and the lexicogrammatical features of the texts. By introducing the students the model of reading texts, the students are expected to know and comprehend the differences between the types of text in English.

In school Based curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP 2006) in senior high school students, there are twelve genres that are taught to the students, they are descriptive, narrative, explanation, hortatory exposition, analytical exposition, news item, procedure, discussion, review, recount/ spoof, anecdote and report. All these genres have different social function, generic structures and lexicogrammatical features. For the second

year students, one of the texts that the students learn is spoof text which its function is to enable people to retell a series of events or experiences in the past for the purpose of informing or entertaining. The students are expected to master four skills in learning this text, such as listening, speaking, reading and writing. Between of them, writing is the most difficult skill for students in writing spoof text.

Writing is the most difficult skill for the students to be mastered. Most of the students cannot enjoy writing, especially in spoof text. There are many reasons why students cannot enjoy writing the spoof text. First, they get difficulties to get ideas write spoof text. Second, they have poor vocabulary. Third, they get difficulties to find twist in spoof text. Fourth, they get difficulties with sentence structure and word order. Moreover, the boring techniques of the teacher will not make the students enthusiastic to receive the subject-therefore, it is difficult for them to get and develop their ideas well, especially in writing spoof text.

There were some problems that have been found. It is from the students' side and teacher's side. From the students' side, first, they are not be able to organize their idea in spoof text, so that they do not know how to start writing. If the students have the problem at the beginning, they will not be able to finish it well. Second, the students also do not understand the generic structure and language feature of spoof text. Third, the students get distracted easily during writing task. Fourth, the students have other problem such as poor vocabulary and difficulties in sentence structure,word order and error

grammar in written sentence spoof text. And the last one, students have problems in how to write spoof well.

Beside the student's problem in writing spoof text, the problems also come to from the teacher. The teacher does not use attractive and appropriate technique to teach them in teaching writing spoof text. Most of the teacher only teaches the students by using English textbook : sometimes the students feel bored . The teacher does not give clear explanation of spoof text and example of the spoof text. The teacher did not used effective ways to attract the students' attention and interest. Because of that, the students are not really interested in teaching and learning process.

In order to solve the problems above and to get successful in teaching. It is very important by the English teachers to find a suitable way in teaching writing spoof text. The teacher is expected to be more active in facilitating their students with interesting materials and give variation technique in teaching process such as small group discussion, pairs, triads and whole group discussion. In this paper, the writer use the whole group discussion as one of technique in teaching writing a spoof text for senior high school students in order to help the students to organize their idea into a written form especially in spoof text. It has to be innovative and creative to make the students interest and be able to write the spoof text. This technique will be applied in whilst activity of the text.

The Whole Group Discussion of a funny story is an activity that allows the students to solve a problem in finding ideas and write spoof text well. The

whole group discussion also help the students in developing idea in writing especially spoof text. The teacher gives some questions and the students ask to answer the questions through discussion in each group. The students' answer will help them to find twist and to produce a good spoof text. By using the whole group discussion, the writer hopes that this technique can make the students to understand and be active in developing their ideas become a spoof text.

B. Identification of the Problem

Writing is a process to express the ideas, experiences, thoughts, and feeling in a written form. The second grade students in Senior High School learn various types of genre. One of them is Spoof text. Many students get difficulties in writing spoof text. There are many problems that appear in writing. The problems which come from the student's side and teacher's side. The problem come from the student's side are the inability to produce the idea in sentence, lack knowledge about the writing rule, have mental fatigue and tiredness while writing and lack vocabulary. Whereas the problems that come from the students's side are no clear explanation about materials, lack of practical/ exercise given to the students. Related to material, the teacher has to find appropriate technique to support writing skill. There are many techniques in teaching writing a spoof text, but the writer believes that " The Whole Group Discussion " can be effective technique in teaching writing spoof text.

C. Limitation of the Problem

This paper is limited to teaching writing to senior high school students by using the whole group discussion for spoof text. In Senior High School, there are many techniques that can be used by the teacher in teaching writing but teacher only focuses using the whole group discussion of a funny story in teaching writing a spoof text to senior high school students.

D. Formulation of the Problem

The problem is formulated in following question :

" How is the whole group discussion used by English teachers to teach writing a spoof text in senior high school students? "

E. Purpose of this Paper

The purpose of the paper is expected to be a variation or alternative technique in teaching English writing spoof text.

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