



FINAL PROJECT

**THE USE OF MEME COMIC AS MEDIA TO TEACH SPOOF
TEXT**

An Experimental Research at the Eleventh Grade Students of SMA Negeri 1
Kutowinangun, Kebumen in the Academic Year of 2015/2016

a final project

submitted in partial fulfillment of the requirement

for the degree of *Sarjana Pendidikan* in English Department

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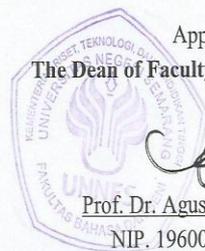
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“THE USE OF MEME COMIC AS MEDIA TO TEACH SPOOF TEXT”

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Semarang, Januari 2016

Yang membuat pernyataan,



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MOTTO AND DEDICATION

Simplicity is the ultimate sophistication.

(Leonardo Da Vinci)

This Final Project is dedicated to:

- ✓ My super Parents
- ✓ My beloved sister
- ✓ Basecamp and Wisma friends
- ✓ All my fellows at English Dept Students 2009
- ✓ And for everyone who supports me

ACKNOWLEDGEMENT

Alhamdulillahirobil ‘alamin. First of all, my highest gratitude comes to Lord of the universe, Allah SWT for the blessing so that I am able to finish my final project. Allah SWT is the only Supreme who always loves all His creatures in every condition. Peace and blessing be upon the prophet Muhammad SAW who guides the people to God’s path is the Great one.

This final project is written to fulfill one of the requirements for the Degree of *Sarjana Pendidikan* in English Department at Semarang State University.

I also would like to thank to the following people :

1. My super mother and father, Mrs. Siti Hari Utami and Mr. Mohammad Rosyidi for their prayers and their flawless love which always strengthened me everytime.
2. My only sister on earth, Dian Resti Pangestika, thank you for your support during I finishing my final project, for the jokes you have made to cheer me up in the good and bad times.
3. Prof. Dr. Agus Nuryatin, M. Hum as the Dean of the Faculty of Languages and Arts, Semarang State University.
4. Drs. Syahrul Syah Sinaga, M.Hum and Sri Wahyuni, S.Pd, M.Pd as the Chairman and Secretary of the Board Examination.
5. Drs. Hartoyo, M.A, Ph.D and Bambang Purwanto, S.S, M.Hum as my advisors who always give their time to help me, develop me, and guide me in writing and finishing this final project.
6. Waluyo Widodo, S.Pd., as the headmaster of State Senior High School 1 Kutowinangun, for his permission to do the research in that school.

7. Robingu, S.Pd, MM.Pd, and Siti Chusniah, S.Pd, as the English teachers of State Senior High School 1 Kutowinangun, for their kindness and support during the research.
8. Mas Shiro as the creator of Kartun Ngampus-Kebahagiaan Mahasiswa who gives me permission to use the character template of his comic.
9. Arif Suryo Priyatmojo, S.Pd, M.Pd, as the first examiner who gives his comments and corrections in improving my final project.
10. All lecturers of the English Department of the Faculty of Languages and Arts, Semarang State University who have given me precious lesson and knowledge. It is amazing that I can learn English with them.
11. The Basecamp and Wisma Friends; Bayu, Supri, Aries, Adit, Sandi, Drajad, Dimas, Kukuh and Rio who always lift me up whenever I feel tired and hopeless. You are the greatest friends ever.
12. Everybody that I cannot mention one by one, for their supports, helps and participations. Because, without all of them this final project could not have been completed.

The last, there is nothing perfect in this world. I realize that there are many weaknesses in this final project. Therefore, suggestions and criticism are always needed for betterment. I hope this final project will be useful for all the readers both of English teachers and English students.

Semarang, January 2016

The Writer

ABSTRACT

Utama, Afrian Restu. 2016. *The Use of Meme Comic as Media to Teach Spoof Text*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Drs. Hartoyo, M.A, Ph.D. Second Advisor: Bambang Purwanto, S.S, M.Hum.

Keywords: meme comic, pictures, media, writing, spoof text

There are so many media that can be used in teaching writing. Meme comic is one of them. Meme comic is a series of web comic that tells about real life story and ended with a humorous punch line. It has a similar characteristic with spoof text which has 'twist' in the end of story.

This final project is an experimental research aiming at investigating any significant difference of students' achievement in writing spoof texts which are taught by using meme comic and the one who are taught by using pictures with an assumption that these media can help them to interpret the content of the course. The subjects of the study were the eleventh graders of Kutowinangun State Senior High School 1 in the academic year of 2015/2016.

In this study, there were two groups which were given different treatments. The first group was the experimental group consisting of 32 students that was taught by using "meme comic" as media and the second group was the control group consisting of 32 students that was taught by using "pictures". In conducting experimental research, there were two classes that were used, XI MIA 3 as the experimental group and XI MIA 2 as the control group. Both groups were given pre test, treatments, and post test. In analyzing the data, normality test, homogeneity test, and t-test were used.

The results of the study shows that the use of "meme comic" as media gave contribution to the teacher in teaching spoof texts. The data proved that there was a significant difference between the experimental and the control group achievement. Based on the statistical analysis, it could be seen that the students' post-test in the experimental group was higher than the control group. The mean of the experimental group improved than the control group. The t-value for two means of post-test was 10.704; meanwhile the t-table based on the degree of freedom (df) was 1.696. It proved that there is significant difference between the experimental group which was given "meme comic" media and the control group which was given "picture". It can be concluded that the "meme comic" is more effective than "pictures" to help the students in writing spoof texts.

TABLE OF CONTENTS

TITLE	i
APPROVAL	ii
DECLARATION	iii
MOTTO AND DEDICATION	iv
ACKNOWLEDGEMENT	v
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF APPENDICES	xiv
CHAPTER	
I. INTRODUCTION	
1.1 Background of the Study.....	1
1.2 Reason for Choosing the Topic.....	3
1.3 Research Problem.....	4
1.4 Hypotheses of the Study.....	4
1.5 Purpose of the Study.....	4
1.6 Significance of the Study	4
1.7 Outline of the Study	5
II. REVIEW OF RELATED LITERATURE	
2.1 Review of Theoretical Studies	6
2.1.1 General Concept of Medium	6

2.1.2	General Concept of Comic	7
2.1.3	Definiton of Meme Comic	11
2.1.4	General Concept of Writing	11
2.1.4.1	Components of Writing	12
2.1.4.2	Process of Writing	14
2.1.5	Genre Text	15
2.1.6	Spoof Text	16
2.1.6.1	Generic Structure of Spoof Text	16
2.1.6.2	Language Features of Spoof Text	16
2.2	Using Meme Comic as Media to Teach Spoof Text	17
2.3	Theoretical Framework	19
 III. METHOD OF INVESTIGATION		
3.1	Research Design	21
3.2	Subject of the Study	24
3.2.1	Sample	24
3.3	Research Variables and Hypothesis	24
3.3.1	Variable	25
3.3.2	Hypothesis	25
3.4	Instrument for Collecting Data	26
3.4.1	Test	26
3.5	Procedure of Collecting Data	27
3.5.1	Pre-Test	27
3.5.2	Treatment	27

3.5.3	Post-Test	28
3.5.4	Scoring System	28
3.6	Method of Analysis Data	29
IV. FINDINGS AND DISCUSSIONS		
4.1	General Description	30
4.1.1	Pre-Test	30
4.1.2	Treatment	31
4.1.3	Post-Test	32
4.1.4	The Difference between Meme Comic and Picture	32
4.2	Data Results	33
4.2.1	Pre-Test Result	33
4.2.1.1	Pre-Test of the Experimental Group	34
4.2.1.2	Pre-Test of the Control Group	35
4.2.1.3	Significant Difference of Pre-Test between Experimental Group and Control Group	36
4.2.2	Post-Test Result	38
4.2.2.1	Post-Test of the Experimental Group	38
4.2.2.2	Post-Test of the Control Group	39
4.2.3	Normality Test	39
4.2.3.1	Pre-Test Normality of the Experimental Group	40
4.2.3.2	Pre-Test Normality of the Control Group	41
4.2.3.3	Post-Test Normality of the Experimental Group	42
4.2.3.4	Post-Test Normality of the Control Group	43

4.2.4	Homogeneity Test	43
4.2.5	Level of Studens' Achievement	45
4.2.6	T-Test Result	46
4.3	Discussion	47
4.3.1	Improvements of the Students' Writing in Experimental Group	47
4.3.1.1	Students' Organization in Writing	48
4.3.1.2	Students' Content in Writing	49
4.3.1.3	Students' Grammar in Writing	51
4.3.1.4	Students' Punctuation in Writing	52
4.3.1.5	Students' Style in Writing	53
4.3.2	Using Picture as Media in Control Group	54
4.4	Disadvantages of Using Meme Comic as Media to Teach Spoof Text	55
V. CONCLUSIONS AND SUGGESTIONS		
5.1	Conclusions	57
5.2	Suggestions	58
BIBLIOGRAPHY		60
APPENDICES		62

LIST OF TABLES

4.1	Pre-Test Result of Experimental Group	34
4.2	Pre-Test Result of Control Group	35
4.3	Paired Samples Test of Pre-Test	37
4.4	Post-Test Result of Experimental Group	38
4.5	Post-Test Result of Control Group	39
4.6	Pre-Test Normality of Experimental Group	40
4.7	Pre-Test Normality of Control Group	41
4.8	Post-Test Normality of Experimental Group	42
4.9	Post-Test Normality of Control Group	43
4.10	Homogeneity Test for Pre-Test	44
4.11	Homogeneity Test for Post-Test	44
4.12	Result of Pre-Test and Post-Test Average Scores of the Experimental and Control Group	45
4.13	T-Test	46
4.14	Pre-Test and Post-Test Difference of the Experimental Group	48

LIST OF CHARTS

2.1	Theoretical Framework	20
3.1	Diagram of Experimental Group	23
4.1	Students' Writing Organization	49
4.2	Students' Content Writing	50
4.3	Students' Grammar in Writing	52
4.4	Students' Punctuation in Writing	53
4.5	Students' Style in Writing	54

LIST OF APPENDICES

Picture of Marvel Comic's Amazing Spider-Man	62
Picture of Fran Miller's Sin City	63
The Permissiion from Creator of Kartun Ngampus-Kebahagiaan Mahasiswa ..	64
Instrument of Pre-Test	65
Lesson Plan Control Group	66
Lesson Plan Experimental Group	74
Instrument of Post-Test	84
Analytical Scales for Rating Composition	87
Pre-Test Score of Experimental Group	89
Pre-Test Score of Control Group	90
Post-Test Score of Experimental Group	91
Post-Test Score of Control Group	93
Students' Writing Product (Control Group)	95
Students' Writing Product (Experimental Group)	102
Documentation	109
Surat Izin Penelitian	110
Surat Izin Bappeda	111
Surat Keterangan Selesai Penelitian	112
Surat Keputusan Pembimbing	113
Surat Keputusan Penguji	114

CHAPTER I

INTRODUCTION

1.1. BACKGROUND OF THE TOPIC

English is one of the international languages used as a means of communication which is used in many countries. It is basically a means of both oral and written communication. Thus, it is very important for people working in the global era.

In Indonesia, Learning English could be difficult because of the different structure of both languages. Richard (2006:1) stated that students learning a new language are faced with a new set of language components. The problem occurs when the students find some differences in every part of both English and Indonesian structure. It means that they have to study harder in mastering English.

In Indonesia, English has been taught for many years as a compulsory subject from Junior High School up to Senior High School. As stated in School-Based Curriculum (2006: 36) the purposes of English language teaching education are to develop students' competence in spoken and written communication, to reach the informational literacy level in which the students can understand the importance of English, and to understand the relationship between culture and language. The scope of English for Senior High School covers four skills (listening, speaking, reading and writing) and those four skills

have to be supported by language components such as grammar, vocabulary, fluency, content and spelling. It means that an English teacher should teach the four skills, not just one or two skills only.

Of the four language skills, writing might be the most difficult skill for foreign language learners to learn. Windy A. Scott(1995: 23)stated that writing has certain characteristics which are difficult to be mastered by pupils.

Writing in the foreign language is more difficult than in the native one. Many students still have difficulties in writing especially related to vocabulary, language functions, style, sociolinguistics and grammar, especially for joining sentences of foreign language. Therefore, all those components cannot be ignored in learning English particularly in the writing skill.

In School-Based Curriculum, an English teacher should provide materials that are appropriate with the curriculum and find suitable methods in teaching learning process to help the students master those language skills. One of the methods (in the new approaches introduced by goverment) suggests using visual aids as media in classrooms as stated by Kreidler (1965:1) that “visual aids can be useful to language teachers”.

One of the visual aids that can be used in teaching writing is picture. According to Kreidler (1965:1)

...because pictures are recognized as a way of representing a real situation, they can serve as an example of the advantages in using visual aids. Pictures are often used to remind us of real life experience or to suggest such as an experience to us. Pictures in the classroom can represent

situations, which would be impossible to create in any other way. They can help students associate what they hear with their experience.

From the Kreidler's definition above, the writer can conclude that picture is a medium that represents a real situation. It reminds us of real life experience. One of the picture medium that we can use in the class is comic.

Because of the difficulties faced by most of the students in writing English, the writer focuses his research on the use of meme comic and the contribution in teaching spoof text. The writer thinks meme comic is an interesting medium to teach Senior High School students in writing spoof text. It has a similar characteristic with spoof text which is a twist in the end of the story. It also makes students feel easy to understand, because most of students love comic.

1.2. REASONS FOR CHOOSING THE TOPIC

The reason why the writer chooses the topic *The Use of Meme Comic as Media to Teach Students in Writing Spoof Text* are considering several points as follows: First, the writer found that some students have difficulty in writing spoof text. They think that it is difficult to determine the topic which will be written. Second, *Meme Comic* has a similar characteristic with spoof text which has a twist in the end of the story. Third, everyone loves comic. It will be a good media to help students in writing spoof text.

1.3. RESEARCH PROBLEM

In this paper the writer tries to limit the discussion by presenting the following problem: is there any significant difference of the gain of spoof writing text between control group and experimental group?

1.4 HYPOTHESIS OF THE STUDY

Based on the research problem above, the hypothesis of the study can be stated as follows: There is a significant different of the gain in writing spoof text between control group and experimental group.

1.4. PURPOSE OF THE STUDY

The objective of the study is to know whether there is a significant difference of the gain of spoof writing text between control group and experimental group.

1.5. SIGNIFICANCE OF THE STUDY

There are three significances of this study. When the research is completed, the result is expected to give some advantages. First, the writer wants to introduce that *Meme Comic* can be one alternative in teaching spoof text for eleventh grade of Senior High School. Second, *Meme Comic* will be a useful medium for students in writing spoof text. Third, this research will be useful to increase the knowledge about how to teach Spoof text by using *Meme Comic*.

1.6. OUTLINE OF THE STUDY REPORT

This study consists of five chapters. The outline of the study is as follows:

Chapter I consists of introduction, covering background of the study, reason for choosing topic, research question, hypotheses, purpose of the study, and significance of the study.

Chapter II consists of review of related literature and review of the theories underlying the topic of the study.

Chapter III deals with method of investigation which discusses the research design, subjects of the research, research variables and hypothesis, instrument for collecting data, procedure of collecting data, and method of analyzing data.

Chapter IV presents the data analysis. And the last chapter, Chapter V, consists of conclusions and suggestions.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter discusses about media, comics as media and definition of *Meme Comic*. It also deals with writing and writing spoof text.

2.1 Review of Theoretical Study

In this section, the writer wants to explain about the concepts of medium, writing and spoof text. The writer also describes about comic and its examples.

2.1.1 General Concept of Medium

Medium is an important thing in teaching and learning process. It can help teacher in delivering materials, so the students can easily receive what teacher's purpose. Media can also make the material delivered with an interesting way. Gerlach and Ely (1980: 241) said that media are any person, materials, or events that establish conditions, which enable learners to acquire knowledge, skills, and attitudes.

According to Gerlach and Elly (1980:297) the media to teach are classified into several categories, namely:

(1) Picture

Picture consists of photographs or any objects or events, which may be larger or smaller than the object or event it represents.

(2) Audio recording

Recording is made on magnetic tape, disc, motion picture, and soundtrack.

There are reproductions of actual event or soundtrack.

(3) Motion picture

A motion picture is a moving image in color or black and white produced from live action or from graphic representation.

(4) Television

This category includes all types of audio video electronic distribution system, which eventually appear on TV monitor.

(5) Real things, simulation, and model.

This category includes people, events, objects, and demonstration real things as constructed with their media, are not substituted for the actual objects or events.

Based on definition above, it can be concluded that media play an important role in teaching and learning process. Media help students master materials that is presented by the teacher. Media can be in a form of interesting thing such as pictures, comics, films, charts etc. From the definition above, the writer classifies Meme comic that will be used in this research into one of medium in picture media.

2.1.2 General Concept of Comic

Comic is one of the picture media with an interesting view. It can make students attracted and help them in acquiring the learning materials. It seems to be one of prominent media that is ignored by most educators. Some people still think that comic is only an entertainment medium. Smith (2006: 3) said that defining exactly what is referred by the term “comic” is not as easy as one might think. Comics are at best, misunderstood, and at worst, frequently stereotyped. For many, comics are nothing more than “*crude, poorly drawn, semiliterate, cheap, disposable, kiddies fare*”.

According to Smith (2006: 3-5) there are some categories of comics, such as:

Comics

It best considers ‘comic’ as a blanket term that can, and very often does, encompass all of the following more specific terms.

Comic Strip

Today this term specifies a comic in the style that appears in newspaper. These comics have minimum of one and usually a maximum of three or four panels. Its ‘strips’ may centre on the same cast of character in each strip, the accompanying stories are often meant to stand on their own (i.e. they do not require the reader to be aware of previous strips to understand the current one). The primary genre of

these comics is humor. It is written and drawn by a single creator. (such as in Darby Conley's **Get Fuzzy**).

Comic Book

A comic book is basically same with comic strips, but it is made for a number of pages (22 pages is the industry standard for a comic book). The stories contained within a comic book are typically part of a serial story, and frequently require the readers to have knowledge of past issues. Further, very few strips are completed by a single creator. Usually a writer, an artist, an inker, a letterer, and a colourist are the minimum requirements. The super-hero genre is most commonly found in this style of comic. (such as Detective Comic's **Superman**).

Trade Paper Back

A Trade Paper Back can still be classified as a comic; however, with the increase in production of these books in recent years they have come to occupy a classification of their own in popular terminology. Simply put, a trade paperback is a collection of comic books all bound together in one edition. Usually these 'trades' are organized around a single story that may expand over several issues. For instance, if a story took place in issues #475 - #495 in Marvel Comic's **Amazing Spider-Man**, they could be collected in a trade (See appendix 1).

The declining sales of comic books in recent years and the durability of a trade (compared to an individual book), trades are seen with increased frequency, even to the point that they are showing up in bookstores – a locale traditionally devoid

of comics.

Graphic Novel

A graphic novel is somewhat similar to a trade paper back; it is constructed in a similar manner – more durable, more book like – and contains a story from start to finish –though, again like trade paper backs, the characters of a graphic novel may appear in further works. Where graphic novels differ is that their stories are usually highly complex and, when coupled with the content, are directed at adult audiences. Further, like the story, the art of a graphic novel is often more freely artistic (less paneled). The difference in story and art sometimes leads to the idea that graphic novels are superior in literary and artistic content than other comics. A prominent example (it was recently made into a movie) is Frank Miller’s **Sin City** books (See appendix 2).

Webcomics

Like many things the world over, so to have comics been transposed onto the Internet. Yet, unlike other genres of literature that have merely been ‘reprinted’ or ‘repackaged’ on the Internet, comics have been recreated in cyberspace. Beginning in the late ‘90s, comics—mostly strips—began to appear on the Internet, which allowed some significant changes in the medium. First and foremost, Internet comics, or as pop culture defines them, webcomics, have no publisher; they are self-published by the creators. As such, the webcomic community is wide open to anyone who has the know-how and time (note: talent is not a prerequisite) to produce their own strip. Accordingly, quality varies widely – from amateur level comics produced by people in their spare time to professional comics

produced by those lucky enough to make a living on their work. Second, without the restrictions imposed by publishers or syndicates, the content of comics also varies widely. While some webcomics are appropriate for all ages, the majority would receive ratings equivalent to a 14A movie. As stated, the strip form dominates webcomics and most often humour is the genre in question. Also, as webcomics are most akin to strips printed in newspapers, updates (i.e. new comics) range from weekly to a daily schedule (though the average would be roughly 4 times per week). Given the points noted above and the dangers of the internet, caution should be exercised when approaching webcomics, especially if they are intended for classroom use. (Example: arguably the most popular – millions of viewers per day – webcomic, Mike Kraulik and Jerry Holkin's **Penny Arcade**).

2.1.3 Definition of Meme Comic

Knowyourmeme.com stated that *meme comics* (also known as *rage comics*) are series of web comics with characters, sometimes referred to as “rage faces”, that are often created with simple drawing software such as MS Paint. The comics are typically used to tell stories about real life experiences and end with a humorous punch line. It has become increasingly popular to create the comics using web applications often referred to as “rage comic generators” or “rage makers”. In this study, the writer will create a meme by himself, but he will use character templates of ‘KartunNgampus-KebahagiaanMahasiswa’. In order to use the templates, the writer asked permission directly to the owner of ‘KartunNgampus-KebahagiaanMahasiswa’ by facebook (See Appendix 3).

2.1.4 General Concept of Writing

There are four language skills. They are listening, speaking, reading and writing. From those four skills, writing might be the most difficult skill for foreign language learner to be learnt. Windy A. Scott argued her statement and she described that Writing has certain characteristics which seems to make it difficult for pupils to get to grip with, especially for pupils. (1995: 23)

Writing in the second language is more difficult than in the native one. Many students still have difficulties in writing especially related to vocabulary and language functions, style, sociolinguistics, grammar, especially for joining sentences of foreign language. All those components cannot be ignored in learning English particularly in the writing skill.

Writing is not about producing words, but sentence. We are asked to arrange words into sentence than make it a paragraph. Each paragraph must have coherence from one paragraph to other. Hornby (2000:1382) explained that “writing is an activity to put information on a sheet of paper or to compose something in written form.”

The writer also needs a lot of process to produce a good writing. As Meyers (2005:2) stated that “writing is an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. It means that to create a good writing, the writers need to employ all their thoughts and knowledge.” It also means that the writer should be creative in exploring their ideas to create a product.

2.1.4.1 Components of Writing

Writing is about a process of exploring, arranging and revising ideas then converts them into a good text. By following the steps of those processes, the ideas of the writer can be conveyed to the reader well. In order to create a good writing, there are some requirements that are needed.

According to Brown (2004:243), there are five components of writing:

(1) Organization

In writing, a writer needs to organize the content of writing. Organization means how a writer organizes his writing. The content should be well organized from the introduction, body and the last is the conclusion.

(2) Content

Content means logical development of ideas. In other words, a writer is expected to express and develop his ideas into a writing logically. The logical development ideas of writing will make the readers easy in getting the substance of writing.

(3) Grammar

In writing, especially English, a writer has to employ the grammatical forms and syntactic patterns.

(4) Mechanics

Mechanics is the use of the graphic conventions of the language. It includes the correct use of punctuation and spelling.

(5) Style

Style means the use of vocabulary, quality of expression and register.

From the description, the writer can conclude that writing is a process of exploring, arranging and revising ideas then converts them into text. It has five components; they are Organization, Content, Grammar, Mechanic and Style. Each component should have coherence.

2.1.4.2 Process of Writing

Writing is a process of delivering an idea or thought in a written form. As Hammer (2004:4) stated:

...the writing process- that is the stages a writer goes through in order to produce something in its final written form. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing (shopping list, letters, essays, reports, or novels), and the medium in it written in (pen and paper, computer word files, live chat, etc).

Harmer (2004:4-5) also states that —the process of writing is affected by some aspects, such as: the content of writing, the type of writing, and the medium of it is written. He also suggests four main elements in writing process. They are:

(1) Planning

In this stage, the writers have to think about three main issues: the purposes of their writing, the audience they are writing for, and the content structure of the piece.

(2) Drafting

This is the first version of a piece writing as a draft and it will produce on the way to the final version.

(3) Editing (reflecting and revising)

This stage needs some reflecting and revising helped by other readers (or editors) who comment and make suggestions to make it better.

(4) Final version

After editing their draft and making the changes they consider to be necessary, they produce their final version.(Harmer, 2004:4-5)

From the explanation above, the writer can conclude that there are four elements of writing process. They are Planning, Drafting, Editing (reflecting and revising) and Final Version.

2.1.5 Genre Text

In School Based Curriculum (2006: 36), the Senior High School students have to learn 3 main genres. They are:

(1) Narration

This narrative genre includes narrative, recount, and news items. All these text types in narrative genres composed to tell and inform.

(2) Description

The text which includes in descriptive genres are report, descriptive, and explanation. These text genres are written to describe. They tend to use words with describing sense and not telling.

(3) Argumentation

Argumentation genres will cover analytical exposition, hortatory exposition, and discussion. These text types explore reason to answer the question “why” and “how”. (Depdiknas, 2006 : 36)

Based on that statement there are three main genres that have to be mastered by senior high school students. Then there are a number of expanding texts.

2.1.6 Spoof Text

Spoof text is one type of English text that telling a funny story. It contains humor. In this section, the writer will describe more about spoof text. It will deal about its generic structures and also language features.

2.1.6.1 Generic Structure of Spoof Text

In this study the writer choose spoof text to be taught to the students. Every text has foundations called generic structure that must be required to write it. It has a function to construct and build the purpose of the text. It is important to know the generic structure first before constructing the text.

Gerot and Wignell (1994:192), stated that the generic structure of spoof included:

- Orientation: sets the scene
- Event(s): tell what happened
- Twist: provides the ‘punch line’

Based on the explanation above, the students should consider the generic structure of spoof text; they are Orientation, Event(s) and Twist, before creating a spoof text.

2.1.6.2 Language Features of Spoof Text

Beside generic structure, in order to create a good text, the students have to consider about language features that can be used. According to Gerot and Wignell (1994:193), the language features usually found in a spoof text are:

- Focus on individual participants
- Use material processes
- Circumstances of time and place
- Use of past tense

(Gerot and Wignell, 1994: 193)

2.2 Using Meme Comic as Media to Teach Spoof Text

Writing is one of four main skills in addition to listening, speaking and reading. Writing learning in school has not been through the interesting media. Teacher often delegates a task of writing without giving proper media to be able to produce a good work.

Writing is a long process of learning. As soon as students start to learn English, they should start to write in English. The writer believes that variety is the spice of life. No matter how interesting an activity is when the students first do it, they will get bored if they have tried for more than three times. Thus, as a high school English teacher, it is our responsibility to give a kind of proper media into the teaching writing activity.

In this case, the writer choose *Meme* Comic as a media to teach spoof text because most of senior high school students like read comic and *Meme* comic tell stories about real life experiences and end with a humorous punch line. It is similar with the characteristic of spoof text which hasan unpredictable plot that amuses the reader in the end of story. It also help teacher in getting more attention from the students.

The writer also considers in the characteristic of Senior High School students. We know that Senior High School students are reaching their adolescence period. Students in adolescence period are often doing something without considering the effect of each other. They do not pay attention to the teacher about the lesson that should to be mastered. Their mood swings are marked by peaks of intensity and by unpredictability.

According to Hammer (2001: 38), the characteristic of adolescents' learner are:

1. They seem to be less lively and humorous than adults;
2. Identity has to be forgetting among classmates and friends; peers approval maybe considerably more important for the student that the attention of the teacher;
3. They would be much happier if such problem did not exist;
4. They are disruptive in the class;
5. They have a great capacity to learn, have a great potential for creativity and a passionate commitment to things that interest them.

Based on the explanation above, the writer uses *Meme Comic* as a media to teach spoof text. It will help students in mastering writing spoof text. It also helps students in creating a creative spoof story. For teacher, it will make the students pay more attention to the lesson because most of senior high school students like reading comic.

2.3 Theoretical Framework

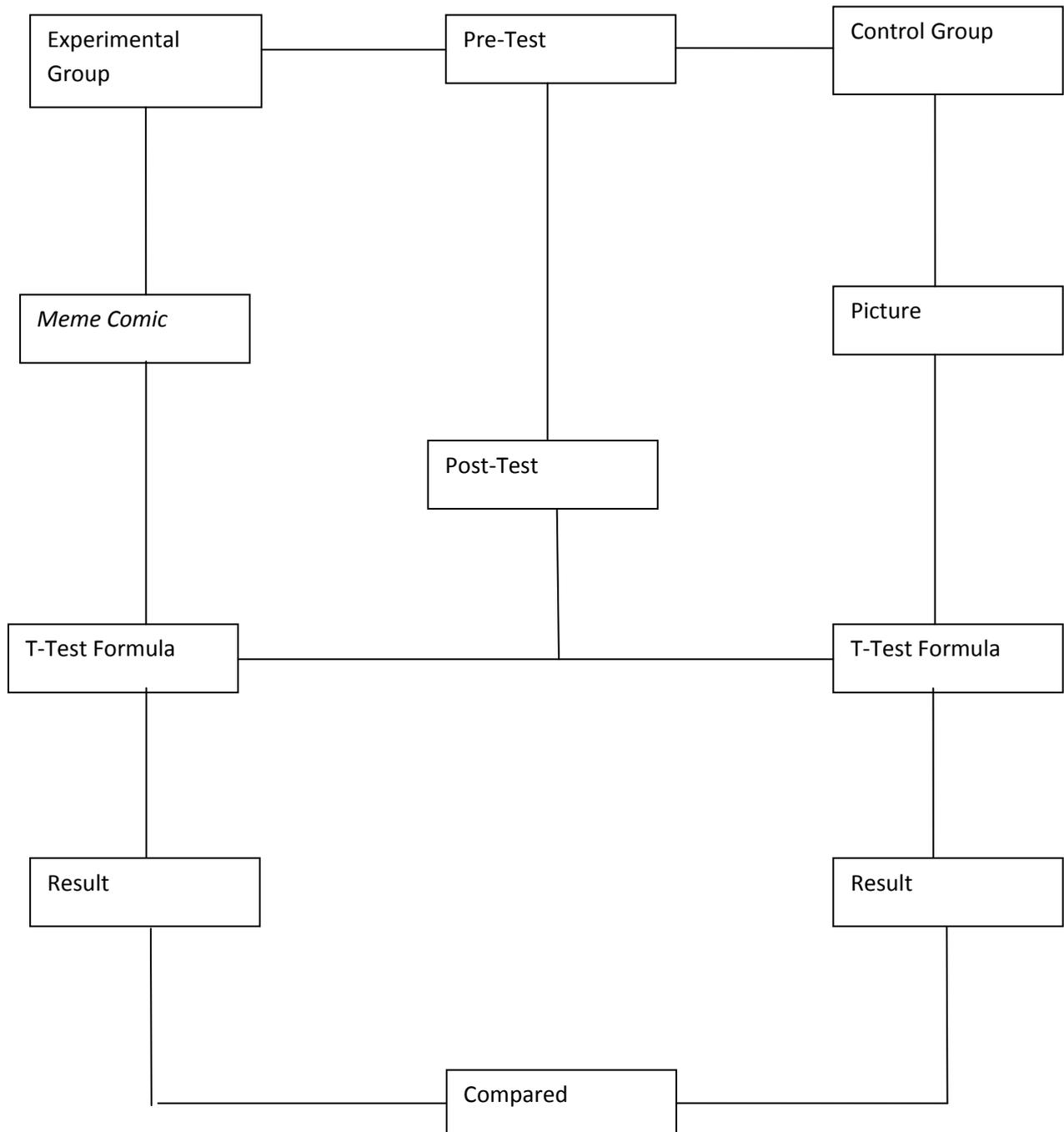
Writing is the most difficult subject to be learned by the students in Senior High School. Therefore, students often face the difficulties in learning one of four skills in English. Because of that condition, the teacher are needed to encourage and facilitate the students to improve their skills in English. One of several way to improve students' skill in English is by using media in teaching learning process.

There are so many media that can be used in teaching English. *Meme Comic* and Picture are the example of the media that can be used in writing spoof text. By using those media, teacher can attract students' attention and interest in writing spoof text. There are so many advantages of using those media. In this case, the writer wants to compare those media to know which the better one is.

In this study, the writer uses a quasi experimental research. There are three steps in both experimental and control group in conducting this study. They are Pre-Test, Treatments and Post-Test. After the data were collected, the writer will calculate them by using SPSS to find out the significant difference of the gain between experimental group and control group.

To make it clear, below is the diagram of Theoretical Framework:

Chart 2.1 Theoretical Framework



CHAPTER III

METHOD OF INVESTIGATION

This chapter presents research design, subjects of the research, research variables and hypothesis, instrument for collecting data, procedure of collecting data, and method of analyzing data.

3.1 Research design

In this study the writer used true experimental research (pre-test – post-test control group design). The reason is the writer wants to know the significance of using *Meme Comic* in writing spoof text. According to Hartoyo (2011:82) “The main purpose of true experimental research is to investigate possible cause and effect relationships by exposing one or more experimental groups to one or more treatment conditions and comparing the results to one or more control groups not receiving the treatment, random assignment being essential.”

The design of the research is as follows (Couhen *et all*: 213).

Experimental	RO1	X	O2
Control	RO3	Y	O4

Where,

R :Random selection of subjects or assignment of treatments to experimental groups

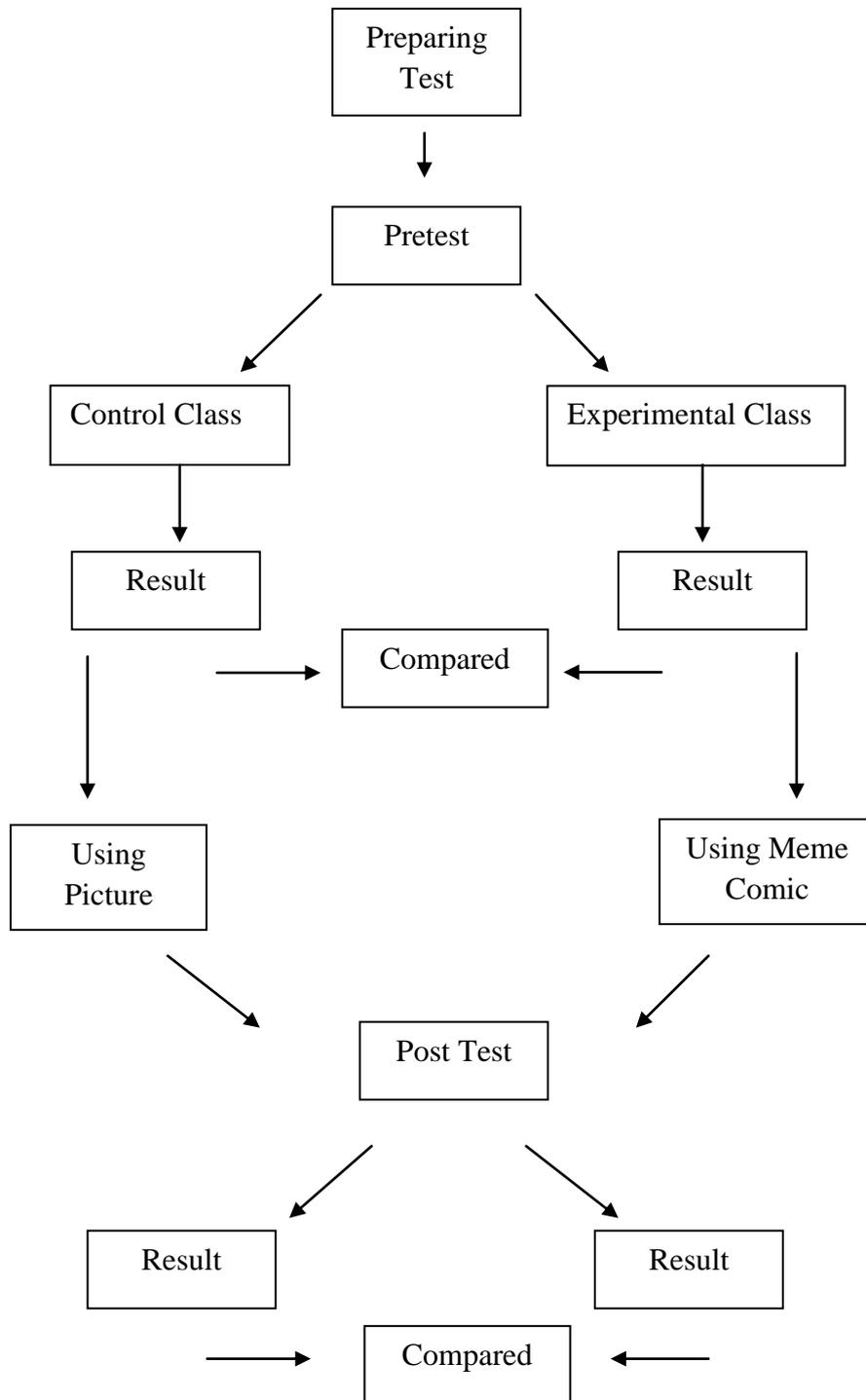
O1 : pre-test for the experimental group,

- O2 : post-test for the experimental group,
- O3 : pre-test for the control group,
- O4 : post-test for the control group,
- X : treatment using Meme Comic, and
- Y : using picture (conventional).

The pre-test was done to measure the condition of the subject before treatment. The pre-test was given to both experimental (O1) and control groups (O3). After giving a pre-test, then the treatment was given to the experimental group (X). In this case the treatment was the application of using *Meme Comic* in writing spoof text, while the control group was given a treatment by using picture (Y). Then, after the treatment was done to the experimental group both experimental (O2) and control (O4) groups were given a post-test. The post-test was given to measure the condition after finishing the treatment. Then, researcher compared the result of post-test from both experimental and control groups to find the effectiveness.

The writer also made a diagram of this experimental research in order to make a clear view of steps that he did in this research.

Chart 3.1 the diagram of Experimental Design



3.2 Subjects of the research

The subject of this research was the eleventh grade students of SMA Negeri 1 Kutowinangun especially the students of class XI MIA 2 and XI MIA 3. There were 32 students in XI MIA2 and 32 students in XI MIA 3.

There are five classes in eleventh grade of SMA Negeri 1 Kutowinangun. They are XI MIA 1, XI MIA 2, XI MIA 3, XI MIA 4 and XI MIA 5. The total number of the eleventh grade students in SMA Negeri 1 Kutowinangun was 160 students.

3.2.1 Sample

Sampling was aimed to construct a sample that can represent the entire population. After doing some observation from the school and gathering the information from the teacher, he said that XI MIA 2 and XI MIA 3 had almost the same ability and number of students. Thus, the researcher decided to use those two classes as the sample of this research.

The 32 students in the control group were treated by using the conventional technique (using picture) and 32 students in the experimental group were treated by using *Meme Comic*.

3.3 Research Variables and Hypothesis

There are two variables and two hypotheses in this research. They are as follows:

3.3.1 *Variable*

Variable is research object or the main of research. According to Best (1981:59) “variables are the conditions or characteristics that the experimenter manipulates, controls, or observes.”

1. **Independent variable**

Independent variable is the condition or characteristic that the experimenter manipulates in his or her attempt to ascertain their relationship to observed phenomena. (Best,1981:59). Independent variable in this research is the use of meme comic as media to teach spoof text.

2. **Dependent variable**

Dependent variable is the condition or characteristic that appear, or change as the experimenter introduces, removes, or changes independent variable (Best, 1981:60). Dependent variable in this research is the significant result of using *Meme Comic* as a media to teach spoof text.

3.3.2 *Hypothesis*

There are two hypotheses that are proposed by the researcher, they are:

a. Working hypothesis (Ha):

There is a significant difference of students' ability in writing spoof text between students who taught using *Meme Comic* and using conventional.

b. Null hypothesis (Ho):

There is no significant difference of students' ability in writing spoof text between students who taught using *Meme Comic* and using conventional.

3.4 Instrument for collecting data

Instrument is needed to collect data required in an experiment. There are some methods for the researcher to collect data such as, test, interview, questionnaire, etc. In this research the writer used the instrument to gather the data as an evidence of significance of the using *Meme Comic* in writing spoof text. In this research, the writer used a test as an instrument to collect the data.

3.4.1 Test

Test is very important in teaching and learning process. According to Brown (2004:3), test is a method of measuring a person's ability, knowledge, or performance in a given domain.

There were two tests which were conducted during the research; pre-test and post test. The pre-test was conducted in both experimental and control group before the treatment. After that, post test was conducted in both experimental and control group after the treatment.

In this study, the researcher gave the student a pre-test before the treatment. The pre-test was given to both control and experimental group. The students of both group were given writing spoof test in a given topic, that was 'funny experience'. After pre-test was done, the researcher gave the students a treatment. The experimental group was taught by using *Meme Comic*, while the control group was taught by using conventional method. All treatments contain the same topic in both groups. After the treatment, the students in both groups were given a

post test in order to gain data after treatment. The writer scores the means of the pre-test and post-test from both groups in producing spoof text. The scores were analyzed by using the computation of two means and the t-test formula.

3.5 Procedure of collecting data

The procedures in order to get the required data are stated in the following steps:

3.5.1 Pre-test

Pre-test is the test that is held before giving the treatment in order to find out the prior knowledge or ability or skill of the test takers before the treatment is given. In this test, the students in both groups were given same test and same topic in order to know their basic competence in writing spoof text. The students were given a pre – test to write spoof text by using the same topic in both group either experimental or control group. The topic given to the students was “funny experience”. The students were asked to write a spoof text based on the topic given and submitted after done it.

3.5.2 Treatment

After conducting pre – test for experimental and control group, some treatments were given to improve students’ competence in writing spoof text. In this case, the experimental group was given treatment by using *Meme Comic* in order to write spoof text. Meanwhile, the control group was given treatment by using conventional method. In practice, the researcher explained about spoof text and the topic given. Then researcher gave the example of spoof text. Both of them were given the same topic in the treatment. In this activity, the students were

explained about spoof text and language features too. The last treatment, both of them were given an exercise to write a spoof text based on the media given (picture for control group and *Meme Comic* for experimental group).

3.5.3 Post-test

Post – test was conducted to measure the students’ writing competence of spoof text after they got treatment. The test included on the post – test was almost same as the pre – test, however, there was a media in the experimental group. *Meme Comic* was given to help students in experimental group to write spoof text. Meanwhile, students in control group were given a picture to help them in writing spoof text. The post-test scores were compared to find out significant different between both groups.

3.5.4 Scoring System

Scoring is a way to obtain quantitative information from each student. There are many analytic scorings which are conducted by researchers. In facilitating to analyze the students’ test result in writing spoof text of the both groups, i.e. the experimental and the control group, the writer limited only to the analytic scale that was adapted from Brown. They are organization, logical developments of idea, grammar, punctuation and style.

3.6 Method of analysing data

After the data was collected, the next step was to analyze the data collected. The data collected from pre – test and post – test that have been given. In order to analyze data, the writer used several steps as follow:

- (1) Tabulating data.
- (2) Analyzing data by using spss and interpret the result.

CHAPTER IV

DATA FINDING AND DISCUSSION

This chapter presents the general description of the study, the detailed results, the discussion of the study, and also the disadvantages of using meme comic as media to teach spoof text.

4.1 General Description

After conducting the research, the writer will describe pre test, treatment, post test activities and also the difference between *Meme Comic* and Picture in this part.

4.1.1 Pre-Test

Before the writer conducted an experiment, the students of both groups were given pre-test. The test that was used in the pre-test was writing test. The purpose of the test was to know the basic knowledge and ability of students in writing spoof text. The pre-test of control group was conducted on 2nd September 2015 and pre-test of experimental group was conducted on 3rd September 2015. Every student of both groups was asked to write a spoof text based on the topic given. The topic of the text was funny daily experience. The students were given the authority to write the text freely by their own words and use as much as creativity they had. The students were given 50 minutes to do the test. The students were not

allowed to look up into any kinds of source that may help them in writing spoof text (See Appendix 4). However, the students were allowed to ask the teacher or use dictionaries to find difficult words.

After conducting pre-test, the writer started to score the students' pre-test to know the knowledge and ability of students in writing spoof text. In this case, the writer was adapting the analytical scale for rating composition tasks by Brown as guidance to score students' spoof text writing ability and knowledge (See Appendix 8). There were five components to be scored in this test, they were Organization, Logical Development of Ideas (Content), Grammar, Punctuation and Style. The maximum score of each component is 4. In order to get the result of total score, the writer multiply all components score by 5. So, the total score is 100.

4.1.2 Treatment

After conducting the pre-test, the writer gave treatments for both groups. *Meme comics* were used as media to teach spoof text in experimental group and for the control group, the writer used pictures as a treatment. The treatments for control group were conducted on 8th September 2015 and 15th September 2015. On the other hand, the treatments for experimental group were conducted on 9th September 2015 and 16th September 2015. For the treatments, the writer prepared two different lesson plans. The first lesson plan was addressed to control group (See Appendix 5). Then the other lesson plan was addressed to experimental

group (See Appendix 6). Generally, both lesson plans were same. The difference only showed in the activity within the lesson plans.

4.1.3 Post-Test

After the treatments were done, the writer started to give post-test to both groups. The purpose of this test was to find out the students' competence in writing spoof text after given treatments and also to see whether there is a significant difference between control group and experimental group after given treatments or not. The post-test of both groups were conducted on 24th September 2015. In the experimental group, *Meme Comics* were used as media to write spoof text. On the other hand, pictures were given as media to write spoof text. Time allocation for the post-test was 50 minutes. Both groups were asked to write spoof text based on the media given, *Meme Comic* for experimental group and picture for control group (See Appendix 7). After conducting the post-test for both groups, the writer scored and analyzed the result of the students' work.

4.1.4 The Differentiate between Meme Comic and Picture

There are so many media that can be used in teaching language, especially in writing spoof text. *Meme Comic* and Picture are the examples of media that can be used in teaching spoof text. Those media have their role in improving students ability in writing spoof text.

In this part, the writer will explain about the differentiate between *Meme Comic* and Picture. In the previous chapter stated that *Meme Comic* is a series of web comic that tells about a real life experience and ended with a humorous

punch line. It has a similar characteristic with the generic structure of spoof text which has a 'twist' in the end of story. It also has 4 panels that describe the plot of story. So, it can be very helpfull for students to write a spoof text.

On the other hand, Picture is only provided with one panel of story. It still make students confuse in writing a spoof text. From these explanation, we can see the differenciate between *Meme Comic* and Picture and which one is more effective to be used.

4.2 Data Results

After the students' works were being scored and analyzed, there was obtained data that should be calculated. As mentioned before, the writer adapted Brown's Analytical Scale for Rating Composition as guidance to score the students' work. There were five components that had to be scored in order to get the total score of each student. Those five components would influence the quality of the text they had made.

4.2.1 Pre-Test Result

Pre-test was conducted in the beginning in order to know the basic knowledge and ability of the students in writing spoof text. The pre-test results of both groups will be described below.

4.2.1.1 Pre-Test of the Experimental Group

The following table is the score of students' pre-test of the experimental group based on the five components:

Table 4.1 Pre-Test Result of Experimental Group

Experimental Group	Components				
	Organization	Content	Grammar	Punctuation	Style
Total Score of Each Components	69	47	74	60	85
Average Score of Each Components	2.15625	1.46875	2.3125	1.875	2.65625
Total Score	335				
Total Average Score	10.46875				

According to the table above, from the five components' scoring of the test, it was obtained that the total score was 335, and the total average score was 10.46875. Meanwhile, the maximum score of the each component was 4. The organization's average was 2.15625, the content's average was 1.46875, grammar's average was 2.3125, punctuation's average was 1.875, and style's average was 2.65625 (See Appendix 9)

From the table above we can see that there is a difficulty in writing skill as mentioned in the chapter II. If we look at the average score, the higher average score on the table is style but it is only 2.65625 while the maximum score is 4.

4.2.1.2 Pre-Test of the Control Group

The following table is the score of the students' pre-test of the control group based on the five components:

Table 4.2 Pre-Test Result of the Control Group

Control Group	Components				
	Organization	Content	Grammar	Punctuation	Style
Total Score of Each Components	66	50	72	54	82
Average Score of Each Components	2.0625	1.5625	2.25	1.6875	2.5625
Total Score	324				
Total Average Score	10.125				

According to the table above, from the five components' scoring of the test, it was obtained that the total score was 324, and the total average score was 10.125. Meanwhile, the maximum score of the each component was 4. The organization's average was 2.0625, the content's average was 1.5625, grammar's

				Lower	Upper			
Pretest_control - Pretest_exper	-1.719	6.427	1.136	-4.036	.598	1.513	31	.140

If t-value is higher than t-table and if sig. (2-tailed) is lower than 0.05, it means that there are differences between the experimental group and control group. According to the table above, it can be seen that the score of t-value (1.513) is not higher than the t-table value (1.694) and the Sig (2-tailed) value 0.140 is higher than 0.05. It could be concluded that it was not significant. So, there was no significant difference in achievement between experimental group and control group.

4.2.2 Post-Test Result

The purpose of post-test was to measure the improvement of the students' competence in writing spoof text after giving treatment. The post-test results of both groups will be described below.

4.2.2.1 Post-Test of the Experimental Group

The following table is the score of students' pre-test of the experimental group based on the five components:

Table 4.4 Post-Test Result of the Experimental Group

Experimental Group	Components				
	Organization	Content	Grammar	Punctuation	Style
Total Score of Each Components	105	87	86	76	90
Average Score of Each Components	3.28125	2.71875	2.6875	2.375	2.8125
Total Score	444				
Total Average Score	13.875				

According to the table above, from the five components' scoring of the test, it was obtained that the total score was 444, and the total average score was 13.875. Meanwhile, the maximum score of the each component was 4. The organization's average was 3.28125, the content's average was 2.71875, grammar's average was 2.6875, punctuation's average was 2.375, and style's average was 2.8125 (See Appendix 11)

4.2.2.2 Post-Test of the Control Group

The following table is the score of the students' post-test of the control group based on the five components:

Table 4.5 Post-Test Result of the Control Group

Control Group	Components				
	Organization	Content	Grammar	Punctuation	Style
Total Score of Each Components	90	74	77	62	87

Average Score of Each Components	2.8125	2.3125	2.40625	1.9375	2.71875
Total Score	390				
Total Average Score	12.1875				

According to the table above, from the five components' scoring of the test, it was obtained that the total score was 390, and the total average score was 12.1875. Meanwhile, the maximum score of the each component was 4. The organization's average was 2.8125, the content's average was 2.3125, grammar's average was 2.40625, punctuation's average was 1.9375, and style's average was 2.71875 (See Appendix 12)

4.2.3 Normality Test

In order to know that the data were distributed normally, normality test was needed. In order to test normality, the writer used SPSS 19. The normality test was carried out for the pre-test and post-test in both experimental and control group. The following tables are the normality test result for both groups based on calculation using SPSS 19.

4.2.3.1 Pre-Test Normality of the Experimental Group

Table 4.6 Pre-Test Normality of Experimental Group**Tests of Normality**

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest_exper	.154	32	.051	.947	32	.121

a. Lilliefors Significance Correction

According to the table, the Sig value in Shapiro-Wilk is 0.121. It means that the p-value is higher than the level of significance (0.05). By this calculation, it can be concluded that pre-test score for experimental group is said to be normally distributed.

4.2.3.2 Pre-Test Normality of the Control Group

Table 4.7 Pre-Test Normality of Control Group**Tests of Normality**

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pretest_ctrl	.156	32	.046	.967	32	.416

a. Lilliefors Significance Correction

According to the table, the Sig value in Shapiro-Wilk is 0.416. It means that the p-value is higher than the level of significance (0.05). By this calculation, it can be concluded that pre-test score for control group is said to be normally distributed.

4.2.3.3 Post-Test Normality of the Experimental Group

Table 4.8 Post-Test Normality of Experimental Group**Tests of Normality**

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Posttest_exper	.195	32	.003	.954	32	.183

a. Lilliefors Significance Correction

According to the table, the Sig value in Shapiro-Wilk is 0.183. It means that the p-value is higher than the level of significance (0.05). By this calculation, it can be concluded that pre-test score for control group is said to be normally distributed.

4.2.3.4 Post-Test Normality of Control Group

Table 4.9 Post-Test Normality of Control Group**Tests of Normality**

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Posttest_control	.182	32	.009	.937	32	.062

a. Lilliefors Significance Correction

According to the table, the Sig value in Shapiro-Wilk is 0.062. It means that the p-value is higher than the level of significance (0.05). By this calculation, it can be concluded that pre-test score for control group is said to be normally distributed.

4.2.4 Homogeneity Test

To ensure that the data of each group are homogeneous, it is important to perform a homogeneity test. The purpose of this test is to know whether the data were homogeneous or not. In this case, the writer used SPSS to calculate the data. The table below is the result of homogeneity test for both experimental and control group:

Table 4.10 Homogeneity Test for Pre-Test

Test of Homogeneity of Variances

Pretest

Levene Statistic	df1	df2	Sig.
.318	5	25	.897

Table 4.11 Homogeneity Test for Post-Test

Test of Homogeneity of Variances

Posttest

Levene Statistic	df1	df2	Sig.
1.202	6	24	.339

According to the table above, it can be seen that the sig value for pre-test is 0.897 and for post-test is 0.339, while the level of significance is 0.05. Because of sig value is higher than the level of significance; it means that the data of both pre-test and post-test are homogenous.

4.2.5 Level of Students' Achievement

The data were obtained from the result of students' writing spoof text on pre-test and post-test in both groups. The following table is the average scores and differences between pre-test and post-test in both groups based on five components.

Table 4.12 Result of Pre-Test and Post-Test Average Scores of the Experimental Group and Control Group

Group	Average Score of	Average Score of	Difference between Pre Test and Post Test
Experimental Group	52.5	69.84375	17.34375
Control Group	50.78125	60.9375	10.15625
The difference between experimental group	1.71875	8.90625	

Based on the table, the average difference between the pre test of the experimental group and the control group was 1.71875. The average difference between the post test of the experimental group and the control group was 8.90625. The difference between pre test and post test of the experimental group was 17.34375. Meanwhile, the difference between pre-test and post-test of the control group was 10.15625. From the data above, we can conclude that the difference between pre-test and post-test of the students who are treated by using

Meme Comic is better than the students who are treated by using picture.

4.2.6 T-Test Result

The purpose of this study is to investigate whether there is a significant difference of students' achievements in writing spoof text that are taught by using *Meme Comic* and who are taught by using picture. In order to measure the significance of pre-test and post-test, t-test was used. In this case, the writer used SPSS 19 to measure t-test. Below is the table of calculating post-test's t-test by using SPSS:

Table 4.13 T-Test

Paired Samples Test

	Paired Differences					df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
Paired Sample 1: Posttest_control - Posttest_exper	-8.906	4.707	.832	10.603	7.209	10.704	.001

Based on the calculation using SPSS 19, t-value should be interpreted. In order to interpret t-value, it should be consulted with t-table whether the difference was significant or not. If the t-value is higher than t-table and the sig (2-tailed) is lower than 0.05, it means that there is significant difference between experimental group and control group.

Based on the table above, it can be seen that the t-value was 10.704. Meanwhile t-table based on the degree of freedom (df) was 1.696. Moreover, sig (2-tailed) obtained was 0.001. It means that t-value was higher than t-table and sig(2-tailed) was lower than 0.05, so it could be concluded that there was significant difference between experimental group and the control group on post-test.

Based on that result, the hypothesis that there is significant difference between students' achievement in writing spoof text that are taught by using *Meme Comic* and who are taught by using picture. Thereby, the hypothesis that there is no difference between students' achievement in writing spoof text that are taught by using *Meme Comic* and those who are taught by using picture was refused.

4.3 Discussion

In this part, the writer would like to discuss the result of pre-test and post-test and also the effect of treatment.

4.3.1 Improvements of the Students' Writing in Experimental Group

In this study, the writer gave pre-test and post-test for the experimental group. Both of the tests were aimed to measure the students' competence in writing spoof text. If the pre-test was designed to measure the students' basic competence in writing spoof text, then the post-test was designed to measure the students' competence after given treatments. When the results were compared, the post-test results showed improvements in students' writing competence. Based on the

result, the writer concluded that there is an significant difference between the achievements of experimental group's students that were taught by using *Meme Comic* and control group's students that were taught by using picture. The following table is the table which shows the average score of pre-test and post-test difference based on five components.

Table 4.14 Pre-Test and Post-Test Difference of the Experimental Group

Test	Components				
	Organization	Content	Grammar	Punctuation	Style
Pre Test	2.15625	1.4875	2.3125	1.875	2.65625
Post Test	3.28125	2.71875	2.6875	2.375	2.8125

From the table above, it can be seen that there is an improvement in the post-test of the experimental group for each component. The overall improvements would be discussed below.

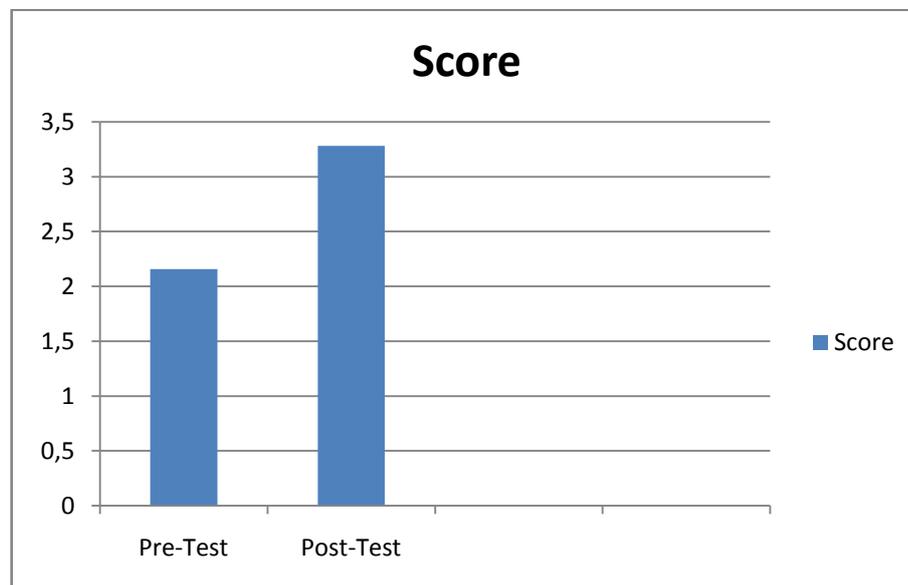
4.3.1.1 Students' Organization in Writing

In the Chapter II, the writer has mentioned that organization meant how a writer organizes his writing. The content should be well organized from the introduction, body and conclusion. After analyzed the result, it was found that the students' competence in organizing sentence into a good paragraph was poor at the first time before treatment. They made an unclearly introduction. So, it would

influence the body and also conclusion of the text. They produced confused plot of the story. Some of them also produced inappropriate title of the story. In pre-test, their average score in organization was 2.15625. It means that almost all of them were poor in organizing sentence into a good paragraph. After being given treatments by using *Meme Comic* as media, the students' organization in writing improved. They were not producing uncompleted introduction anymore and they produced clear plot and appropriate title of the text. It can be proven by the average score of post-test in organization. They got 3.28125 in organization.

The following chart shows the improvement of their competence in organization.

Chart 4.1 Students' Writing Organization



4.3.1.2 Students' Content in Writing

Content is a logical development of ideas. As mentioned in chapter II. It means that the students are expected to express and develop their ideas into writing

logically in order to make the reader easier in reading the text. After analyzing the result, it was found that the students' achievement in developing ideas through writing was poor in the first time before treatment. Most of them developed uncompleted ideas on the paragraph and seems that there is no effort to develop the topic. Some of their works also were not well addressed to the topic and it was written hurriedly. In the pre-test, their average score in content was 1.4875. After being given the treatment by using *Meme Comic* as media, their competence in developing idea improved. *Meme Comic* could stimulate their creativity in developing idea through writing. It also helped them in constructing good paragraph and didn't make them out off topic. As a result, they got 2.71875 in average score of content in post-test.

The following chart shows the improvement of their competence in content.

Chart 4.2 Students' Content Writing



4.3.1.3 Students' Grammar in Writing

The students' competence of experimental groups in grammar was not really good. The pre-test's works showed that they had bad ability in producing good structure. They were not able to differentiate word form and did not use the correct tense in writing spoof text. In chapter II, it has mentioned that one of the language features of spoof text is using past tense. Meanwhile in students' work, they used present and even future tense in writing spoof text. They also produced a wrong word form such as word 'go' became 'goed' in past, not 'went'. From those errors, it could distract the reader to understand the story. On pre-test, their average score in grammar was 2.3125. After being given the treatment, the given treatment influenced their grammar understanding and gave contribution in improving their grammatical structure in writing although there were still many students made mistakes in their writing. Their average score in grammar on the post-test was 2.6875.

The following chart shows the improvement of their competence in grammar.

Chart 4.3 Students' Grammar in Writing

4.3.1.4 Students' Punctuation in Writing

In constructing a spoof text, the students' competence in punctuation was poor at the first time before treatment. They often wrong in using punctuation in writing that distract the ideas of text. They also often not to put capital word in the beginning of sentence. As a result, the average score of punctuation on pre-test was 1.875. After given a treatment, it influenced the students' competence in using right punctuation and also capital word. As a result, their average score of punctuation on post-test was 2.375. It means there was an improvement on this component.

The following chart shows the improvement of their competence in punctuation.

Chart 4.4 Students' Punctuation in Writing



4.3.1.5 Students' Style in Writing

From the result of all components, this components' result was the highest. In this component, the writer tried to assess the student's neatness in writing spoof text. In this case, neatness meant their writing style was aligned to right and left side of margin and also started a paragraph by adding a space before the first capital word. As a result, the students' competence of style on pre-test was 2.65625. After given a treatment, it improved and influenced their competence in style. As a result, the average score of style on post-test was 2.8125.

The following chart shows the improvement of their competence in style.

Chart 4.5 Students' Style in Writing



4.3.2 Using Picture as Media in Control Group

In control group, the writer used picture as media to teach spoof text. From the result, it could be concluded that there is a difference between pre-test and post-test result. In control group, result of pre-test and post-test were lower than the experimental group. Picture didn't help as much as *Meme Comic* in writing spoofs text. It was proved by their result. They still confused in organizing the paragraph and also content of the text only by looking at a picture.

From the explanation above, it can be concluded that picture is not an effective media to teach a spoof text.

4.4 Disadvantages of Using *Meme Comic* as Media to Teach Spoof Text

Although *Meme Comic* has some advantages and also helps students in writing spoof text, it also has some disadvantages too. As a teacher, we should consider the disadvantages of it. From this study, the writer concluded that there are two disadvantages of using *Meme Comic*.

The first, to make a *Meme Comic*, we have to master some ability in using drawing tool program such as Photoshop, Manga Studio, Corel Draw, etc. It means that not all of teacher can make a *Meme Comic* by themselves.

Second, some *Meme Comics* are created with some vulgar sarcastic words. So, it is our duty as a teacher to sort those things. Choose the best and the suitable one for the students or make it by yourself.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Based on the data analysis, conclusions and suggestions of this research are offered in this chapter.

5.1 Conclusion

According to the result of the study that has been discussed in previous chapter, the writer provides some conclusions about this study.

Meme Comic, media which the writer used, gives much contribution and help students in writing spoof text. By using this media, the students are able to organize the story very well. It also helps students to develop their idea in writing spoof text. The other media, picture, also gives contribution in writing spoof text. However, picture only helps a little in organizing the text. Most of students still confused in developing their idea.

It is proven by the result of the post-test. After given the treatments, the experimental group which was given *Meme Comic* as media got higher achievement than the control group which was given Picture as media. Based on the calculation of t-test that has been explained in the previous chapter, it was obtained that t-value was 10.603 and the t-table was 1.696. It means that t-value was higher than t-table.

From the explanation above, it can be concluded that there is a significant difference of the gain in writing spoof text between control group and experimental group. In the other words, this finding revealed that the result of the research was in line with the writer's alternative hypothesis (H1) that "There is a significant difference of the gain in writing spoof text between control group and experimental group". It means that this hypothesis is accepted. While, the writer's null hypothesis (H0) that "There is no significant difference of the gain in writing spoof text between control group and experimental group" is refused.

Although *Meme Comic* has much contribution and help students in writing spoof text, it also has two disadvantages. First, in creating *Meme Comic*, it requires a skill in using drawing tool such as Photoshop, CorelDraw, Manga Studio, etc. Second, some *Meme Comics* use vulgar sarcastic words, it is our duty as a teacher to sort those thing out and choose the best choice for the students.

5.1 Suggestions

Based on the conclusions above, the writer would like to present the following suggestion:

For students, learning to write a spoof text by using *Meme Comic* as media is good for students. Most of students love comic. It can attract their attention and interest. It also develops their creativity in writing story.

For the English teachers, in order to teach language, teachers need a lot of media to support their teaching learning activity in the classroom. One of media that can be used to give innovation in teaching learning activity is *Meme Comic*.

The teacher can use this media to attract students' interest and attention on the lesson. It also give a variation in teaching learning activity, so the students doesn't feel bored in the middle of teaching learning activity.

For the next researcher, the writer hopes that the result of this research will be useful for the readers. This research also can be one of the references for the next researchers who want to conduct deeper research by using all kind of comics including *Meme Comic* as media. They can also develop the study into better education progress.

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<http://knowyourmeme.com>

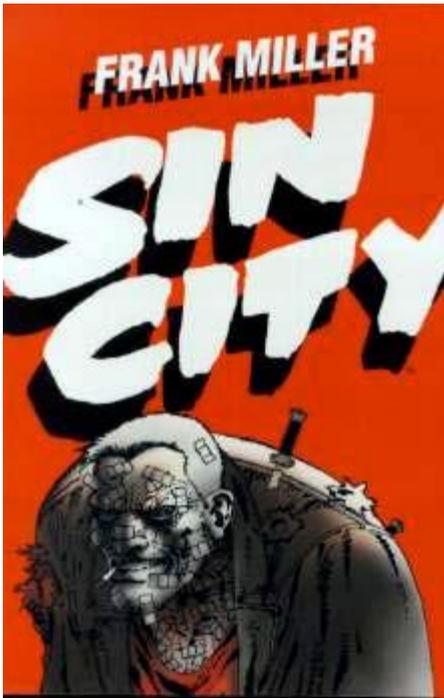
APPENDIX 1

Picture of Marvel Comic's **Amazing Spider-Man**



APPENDIX 2

Picture of Fran Miller's Sin City (– please keep in mind that I DO NOT recommend this particular book for classroom use due to its adult content (the movie was rated '18A'))



APPENDIX 3

com/messages/131516936983538

com/messages/131516936983538

Q Afrian Be

Kartun Ngampus - Kebahagiaan Mahasi... + Pesan Baru

Terimakasih sebelumnya 😊

Afrian Restu Utama 03/10/2015 19:41



Percakapan dimulai 3 Oktober

Afrian Restu Utama 03/10/2015 19:41

Mas admin, dengan ini saya menyatakan kalau saya akan menggunakan template karakter Komik Ngampus-Kebahagiaan Mahasiswa untuk keperluan skripsi saya yang berjudul "The Use of Meme Comic As Media to Teach Spoof Text". Permintaan izin ini akan saya print out dan saya lampirkan di skripsi saya sebagai bukti bahwa saya diizinkan menggunakan template karakter Kartun Ngampus.

Kartun Ngampus - Kebahagiaan Mahasiswa 04/10/2015 0:54

izin diterima. 😊
nanti ane minta dokumentasinya yaaa..

Afrian Restu Utama 04/10/2015 7:03

siap mas 😊

Tulis balasan...

Tambahkan File Tambahkan Foto Tekan En... Balas

Appendix 4**INSTRUMENT OF PRE-TEST****(Time Allocation: 50 minutes)****Instructions:**

1. Write your name, class, and student number on the top corner of your answer sheet!
2. Make a spoof text by using a topic given!

Topic: A funny daily experience

3. You are allowed to use your dictionary.
4. Do it individual

Appendix 5

LESSON PLAN Control Group

Subject : English
 Class / Semester : XI / 2
 Time Allocation : 8 x 45 minutes

Standard Competence

8. Memahami makna teks fungsional pendek dan monolog berbentuk narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari-hari

Basic Competence

8.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, spoof, dan hortatory exposition

Indicator:

- The students are able to write a spoof text correctly.

Objectives

By the end of the study, the students are able to:

- Identify the content of spoof text
- Identify the function, generic structure, and language features of spoof text
- Write a spoof text in correct grammar

Learning Materials

Spoof Text

Social Function:

To tell a story or event with a humorous twist. The stories are normal in the beginning and have a funny twist in the end that makes you laugh.

Generic Structure:

Gerot and Wignell (1994:192), stated that the generic structure of spoof included:

- Orientation: sets the scene
- Event(s): tell what happened

- Twist: provides the 'punch line'

Language Features:

According to Gerot and Wignell (1994:193), the language features usually found in a spoof text are:

- Focus on individual participants
- Use material processes
- Circumstances of time and place
- Use of past tense

(Gerot and Wignell, 1994: 193)

Example of Spoof Text:

The Bathroom Story

Two years ago some friends and I came to Indonesia to learn some Bahasa Indonesia. While here, we stayed in villages with host families. One friend and I lived in Rejoso, and my other friend lived in a village called Jeding. Whenever we were asked where we lived, my friend said, "Saya tinggal di Jeding." Everyone would start laughing.

After a few days he started to get upset. He didn't understand why people kept laughing at him. Finally he asked one of our Indonesian friends why. Our friends started laughing saying, "Jeding means bathroom in Javanese!" So every time someone asked him where he was living he was saying, "I live in a bathroom."

Written by Allyson Fenn, PC Indonesia 2010-2012

Past Tense

Simple Past tense indicates that an activity or situation began and ended at a particular time in the past.

Positive:

$S + V2 + O/C$

or

$S + \text{to be 2} + C$

Examples:

- Doni went to Singapore yesterday.
- She was sick.
- Dona was an English teacher.
- I studied English last night.

Negative:

$S + \text{did not} + V1 + O/C$

or

$S + \text{to be 2} + \text{not} + C$

Examples:

- Doni didn't go to Singapore yesterday.
- She wasn't sick.
- Dona wasn't an English teacher.
- I didn't study last night.

Interrogative:

$\text{Did} + S + V1 + O/C?$

or

$\text{To be 2} + S + C?$

Examples:

- Did Doni go to Singapore yesterday?
- Was she sick?
- Was Dona an English teacher?
- Did you study last night?

Methods of Learning

- Question and Answer
- Explanation
- Discussion
- Exercises

Learning Activities

First Meeting (Pre – Test)

- a. Opening
 - The teacher greets the students.
 - The teacher checks the attendance list.
 - The teacher gives worksheet to the students.
 - The teacher explains about pre – test.
- b. Main Activity
 - The students do the pre – test.
- c. Closing
 - The teacher gives comment and reinforcement to the students for what they have done.
 - The teacher gives brief introduction what they will learn in the next meeting.
 - The teacher says thank you to the students for their attention.

Second Meeting (Treatment 1)

- a. Opening
 - The teacher greets the students.
 - The teacher checks the attendance list.
 - The teacher informs the objectives of the study.
- b. Main Activities
 - The teacher asks about the students' understanding of spoof text.
 - The teacher gives explanation about spoof text, social function of narrative, generic structure of spoof, and language feature of narrative text.
 - The teacher gives an example of spoof text.
 - The teacher asks the students to identify the generic structure of a spoof text given.

- The teacher asks the students to write a spoof text in pairs.
 - The students submit their work.
- c. Closing
- The teacher summarizes the lesson.
 - The teacher gives opportunity to the students to ask question.
 - The teacher says thank you to the students for their attention.

Third Meeting (Treatment 2)

- a. Opening
- The teacher greets the students.
 - The teacher checks the attendance list.
 - The teacher reviews previous lesson.
- b. Main Activities
- The teacher explains the students about simple past tense.
 - The teacher asks the students to give examples of simple past tense.
 - The teacher asks the students to look at Picture.
 - The teacher gives the Picture.
 - The teacher asks the students to write a spoof text based on the Picture individually.
 - The teacher asks some students to read their work in front of the class.
 - The students submit their work.
- c. Closing
- The teacher summarizes the lesson.
 - The teacher gives opportunity to the students for asking question.
 - The teacher says thank you to the students for their participation.

Fourth Meeting (Post – Test)

- a. Opening
- The teacher greets the students.
 - The teacher checks the attendance list.
 - The teacher gives worksheet to the students.
 - The teacher explain about post – test.
- b. Main Activity

- The students do the post – test.
- c. Closing
- The teacher gives comment and reinforcement about what they have done during the lesson.
 - The teacher says thank you to the students for their attention and participation.

Source and Media

- a. Spoof text
- b. Meme Comic / Pictures
- c. Laptop

Evaluation

No	Indicator	Evaluation		
		Technique	Type of Instrument	Example
1.	Make a spoof text based on the topic.	Writing test	Essay	Make a spoof text by using meme comic.

Analytical Scales for Rating Composition

Organization: Introduction, Body, and Conclusion	4	Appropriate title, Structures are clearly stated and completed (Orientation, Events, Twist)
	3	Adequate title, structures are well stated and completed.
	2	There is no title, Some missing point in structure but doesn't distract the reader.
	1	There is no title. Uncompleted structures.
Logical development of ideas: content	4	Text is appropriate with the topic, supported with good evidences, Ideas are creatively developed.
	3	Text addressed the topic, Ideas could be more creatively developed.
	2	Ideas development is not completed and not divided exactly.
	1	Ideas are not complete. Text not complete. There is no efforts to develop the topic.
Grammar	4	There is no more than 3 grammatical mistakes. Text can be read comfortably.
	3	Only 4-6 grammatical mistakes but the readers still understand the content.
	2	There are 7-10 grammatical mistakes that distract the reader.
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Punctuation	4	Correct use of punctuation and capitals.
	3	Some problems of capitals and punctuation.
	2	Problems of capitals and punctuation that interfere writer's ideas.
	1	Serious problem of capitals and punctuation that cannot be accepted.
Style	4	Writing style is neat.
	3	Writing style is quite neat.
	2	Less organized writing style.

	1	Disorganized writing style.
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(Adapted from Brown, 2004:244)

Scoring :

TOTAL SCORE x 5

Semarang, August 2015

Acknowledge,

Guru Mata Pelajaran

Robingu, M.M.Pd

Mahasiswa

Afrian Restu Utama

NIM 2201409025

Appendix 6

LESSON PLAN Experimental Group

Subject : English
 Class / Semester : XI / 2
 Time Allocation : 8 x 45 minutes

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- Use of past tense

(Gerot and Wignell, 1994: 193)

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Written by Allyson Fenn, PC Indonesia 2010-2012

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Simple Past tense indicates that an activity or situation began and ended at a particular time in the past.

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Examples:

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- She wasn't sick.
- Dona wasn't an English teacher.
- I didn't study last night.

Interrogative:

$\text{Did} + S + V1 + O/C?$

or

$\text{To be 2} + S + C?$

Examples:

- Did Doni go to Singapore yesterday?
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- Was Dona an English teacher?
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Methods of Learning

- Question and Answer
- Explanation
- Discussion
- Exercises

Learning Activities

First Meeting (Pre – Test)

- a. Opening
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 - The teacher asks the students to identify the generic structure of a spoof text given.

- The teacher asks the students to write a spoof text in pairs.
 - The students submit their work.
- c. Closing
- The teacher summarizes the lesson.
 - The teacher gives opportunity to the students to ask question.
 - The teacher says thank you to the students for their attention.

Third Meeting (Treatment 2)

- a. Opening
- The teacher greets the students.
 - The teacher checks the attendance list.
 - The teacher reviews previous lesson.
- b. Main Activities
- The teacher explains the students about simple past tense.
 - The teacher asks the students to give examples of simple past tense.
 - The teacher asks the students to look at Meme Comic.
 - The teacher gives the Meme Comic.
 - The teacher asks the students to write a spoof text based on the Meme Comic individually.
 - The teacher asks some students to read their work in front of the class.
 - The students submit their work.
- c. Closing
- The teacher summarizes the lesson.
 - The teacher gives opportunity to the students for asking question.
 - The teacher says thank you to the students for their participation.

Fourth Meeting (Post – Test)

- a. Opening
- The teacher greets the students.
 - The teacher checks the attendance list.
 - The teacher gives worksheet to the students.
 - The teacher explain about post – test.
- b. Main Activity

- The students do the post – test.
- c. Closing
- The teacher gives comment and reinforcement about what they have done during the lesson.
 - The teacher says thank you to the students for their attention and participation.

Source and Media

- a. Spoof text
- b. Meme Comic / Pictures
- c. Laptop

Evaluation

No	Indicator	Evaluation		
		Technique	Type of Instrument	Example
1.	Make a spoof text based on the topic.	Writing test	Essay	Make a spoof text by using meme comic.

Analytical Scales for Rating Composition

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	2	There is no title, Some missing point in structure but doesn't distract the reader.
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	3	Text addressed the topic, Ideas could be more creatively developed.
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	3	Writing style is quite neat.
	2	Less organized writing style.

	1	Disorganized writing style.
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(Adapted from Brown, 2004:244)

Scoring :

TOTAL SCORE x 5

Semarang, August 2015

Acknowledge,

Guru Mata Pelajaran

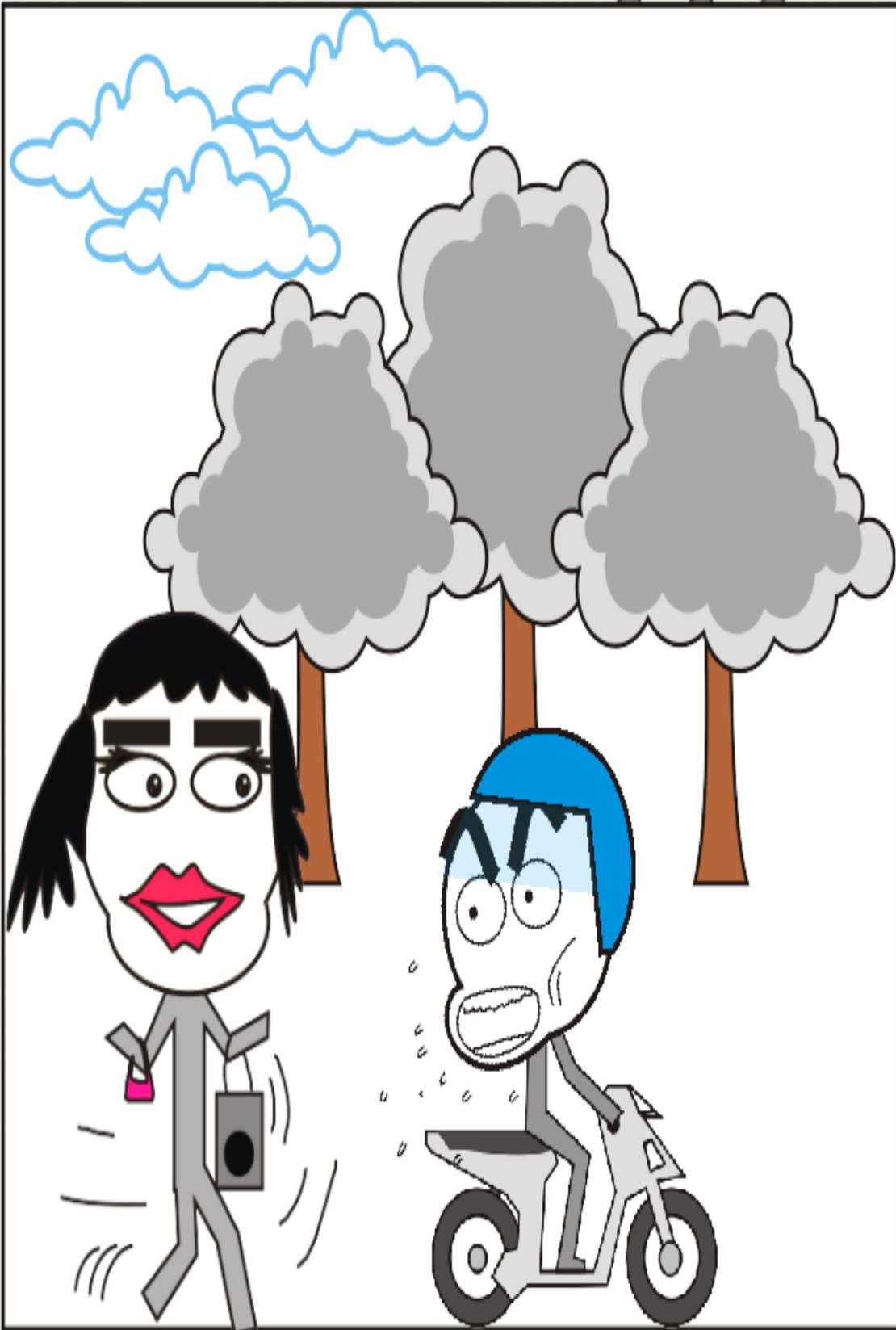
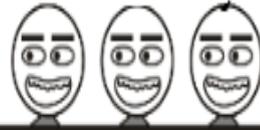
Robingu, M.M.Pd

Mahasiswa

Afrian Restu Utama

NIM 2201409025

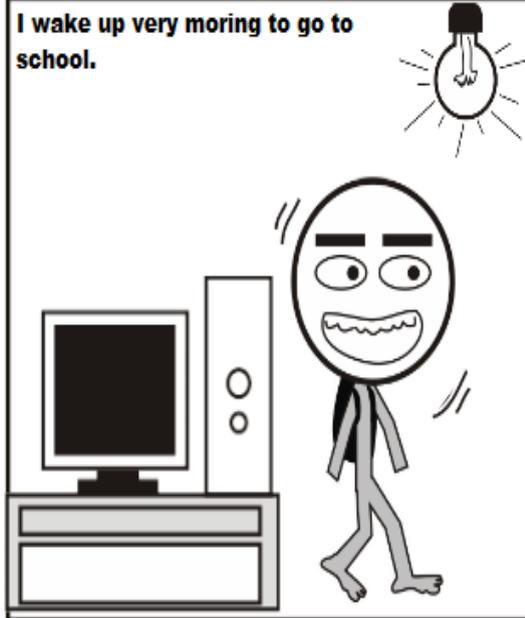
By: Afrian Restu Utama



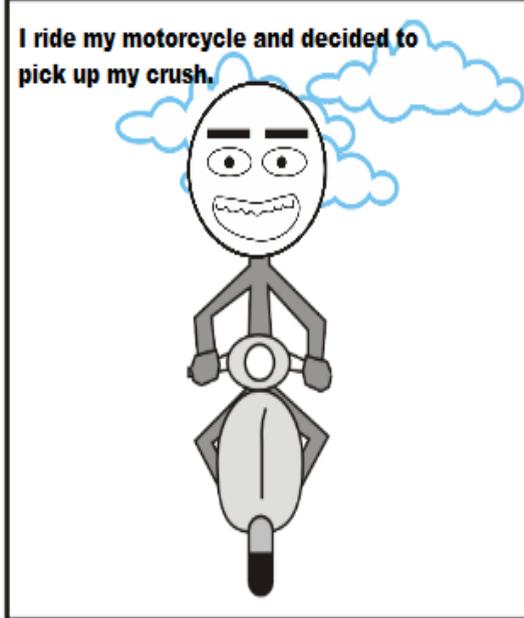
By: Afrian Restu Utama



I wake up very morning to go to school.

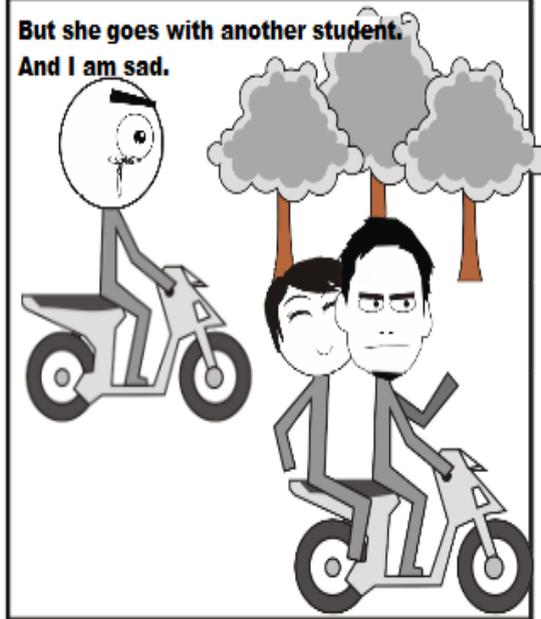


I ride my motorcycle and decided to pick up my crush.



rage maker by reddit.com

But she goes with another student.
And I am sad.

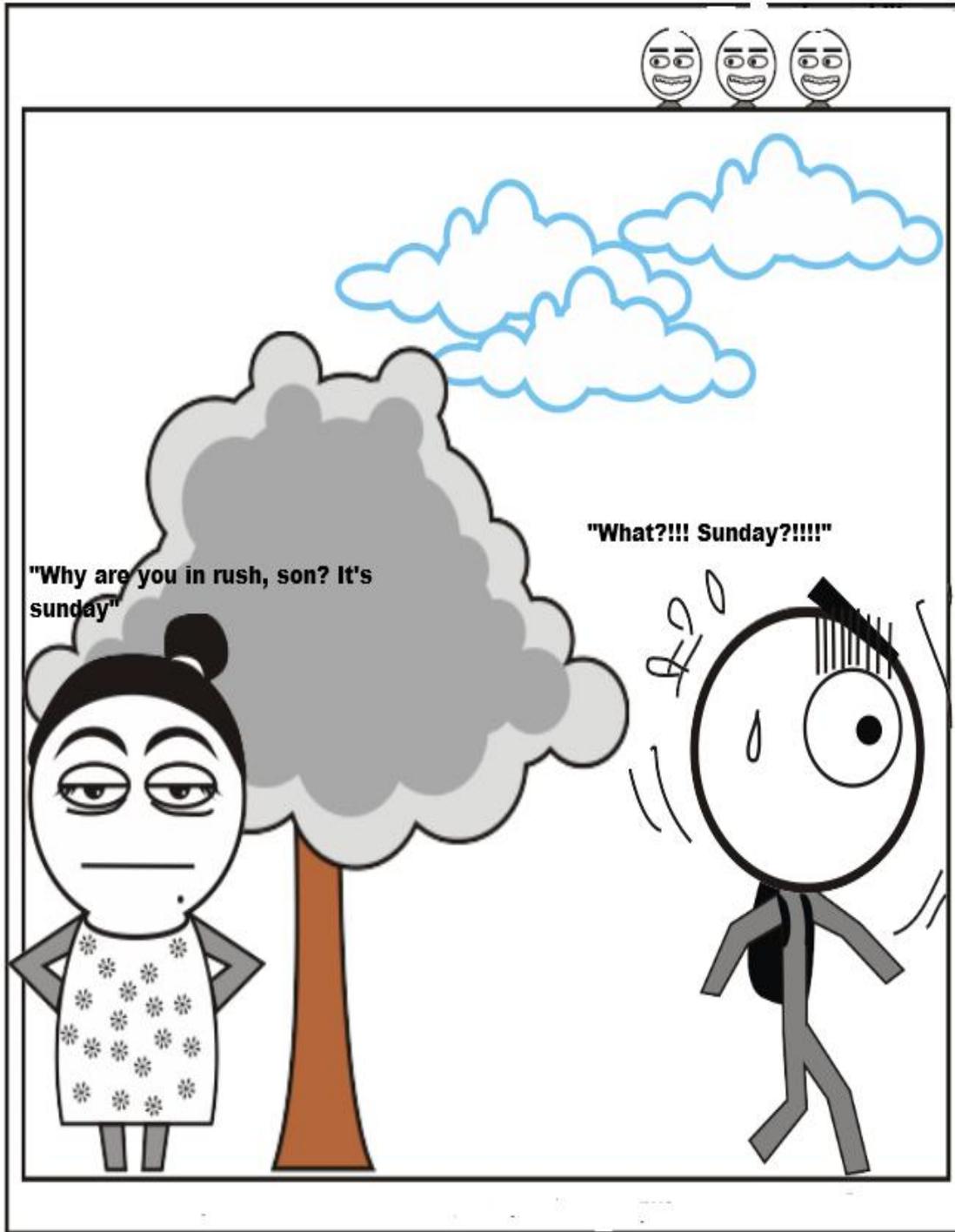


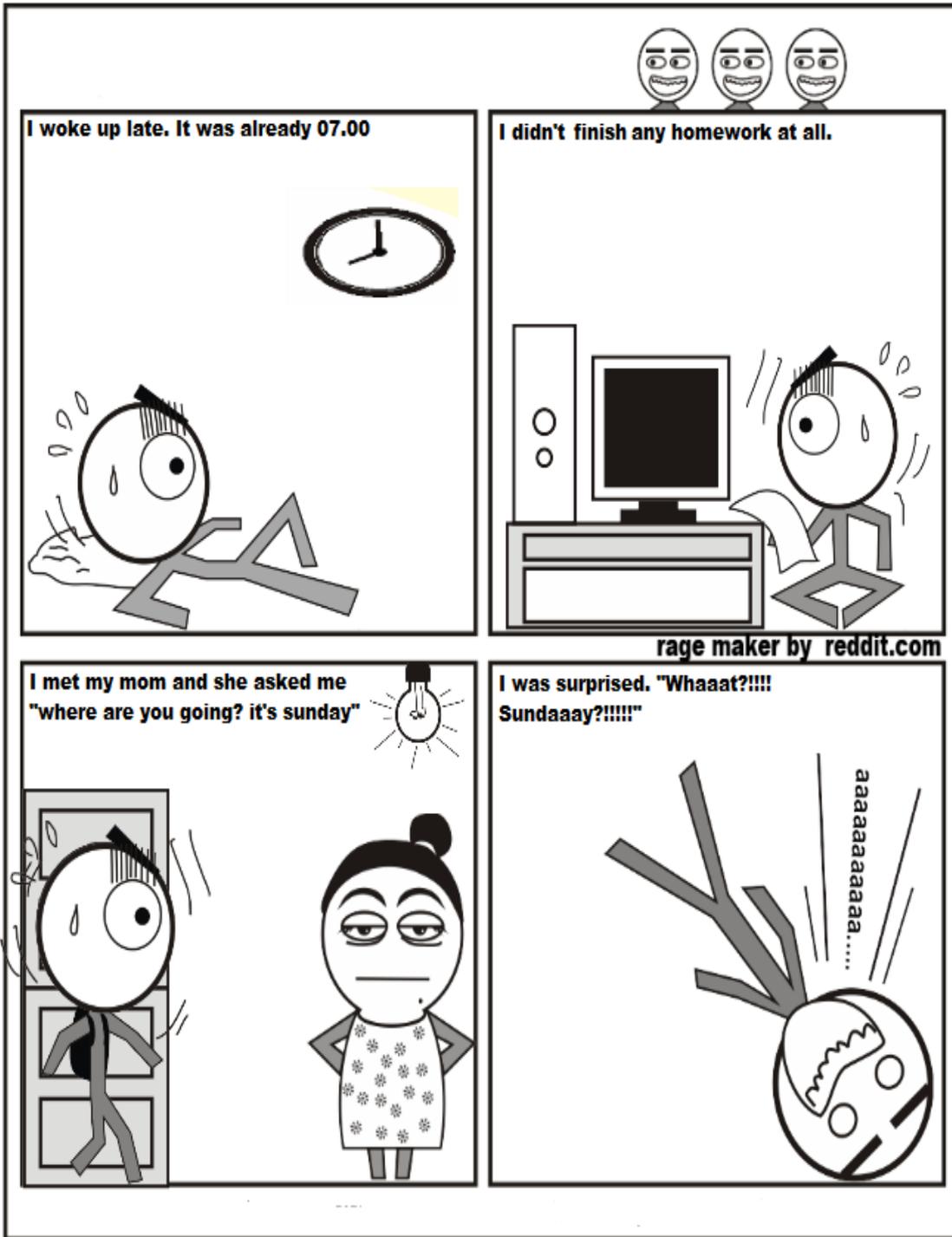
Suddenly, I hear a voice behind of me. "Bonceng eyke aja baaang"



Appendix 7**INSTRUMENT OF POST-TEST****(Time Allocation: 50 minutes)****Instructions:**

1. Write your name, class, and student number on the top corner of your answer sheet!
2. Make a spoof text based on a media given!
3. You are allowed to use your dictionary.
4. Do it individually!





Appendix 8

Analytical Scales for Rating Composition

Organization: Introduction, Body, and Conclusion	4	Appropriate title, Structures are clearly stated and completed (Orientation, Events, Twist)
	3	Adequate title, structures are well stated and completed.
	2	There is no title, Some missing point in structure but doesn't distract the reader.
	1	There is no title. Uncompleted structures.
Logical development of ideas: content	4	Text is appropriate with the topic, supported with good evidences, Ideas are creatively developed.
	3	Text addressed the topic, Ideas could be more creatively developed.
	2	Ideas development is not completed and not divided exactly.
	1	Ideas are not complete. Text not complete. There is no efforts to develop the topic.
Grammar	4	There is no more than 3 grammatical mistakes. Text can be read comfortably.
	3	Only 4-6 grammatical mistakes but the readers still understand the content.
	2	There are 7-10 grammatical mistakes that distract the reader.
	1	There are more than 10 major grammatical mistakes. Text are impossible to understand.
Punctuation	4	Correct use of punctuation and capitals.
	3	Some problems of capitals and punctuation.
	2	Problems of capitals and punctuation that interfere writer's ideas.
	1	Serious problem of capitals and punctuation that cannot be accepted.
Style	4	Writing style is neat.
	3	Writing style is quite neat.

	2	Less organized writing style.
	1	Disorganized writing style.

(Adapted from Brown, 2004; 244)

Appendix 9

Pre-Test Score of Experimental Group

Siswa	Components					Total Score (all components' score x 5)
	Organization	Content	Grammar	Punctuation	Style	
E-1	2	1	2	2	2	45
E-2	2	1	2	2	3	50
E-3	2	1	3	2	3	55
E-4	2	1	2	2	2	45
E-5	2	1	1	1	3	45
E-6	2	1	2	1	2	40
E-7	2	1	3	2	3	55
E-8	2	2	3	2	3	60
E-9	2	1	2	2	3	50
E-10	3	2	3	2	3	65
E-11	1	1	2	1	3	40
E-12	2	2	2	2	3	55
E-13	2	1	2	1	2	40
E-14	2	1	2	2	3	50
E-15	2	2	3	2	3	60
E-16	3	1	2	2	3	55
E-17	2	1	2	2	2	45
E-18	2	1	3	2	3	55
E-19	3	2	3	3	3	70
E-20	2	2	3	2	2	55
E-21	2	2	1	2	3	50
E-22	2	2	2	2	3	55
E-23	2	2	2	2	2	50
E-24	3	2	3	2	3	65
E-25	2	1	2	2	2	45
E-26	3	2	3	1	3	60
E-27	2	1	3	2	2	50
E-28	2	2	3	3	3	65
E-29	2	1	2	2	2	45
E-30	2	2	1	2	3	50
E-31	3	2	3	1	2	55
E-32	2	2	2	2	3	55
Total	69	47	74	60	85	1680
Average	2.15625	1.46875	2.3125	1.875	2.65625	52.5
Total Max	160	160	160	160	160	

Appendix 10

Pre-Test Score of Control Group

Siswa	Components					Total Score (all components' score x 5)
	Organization	Content	Grammar	Punctuation	Style	
C-1	2	1	2	1	2	40
C-2	1	1	2	2	3	45
C-3	2	1	3	1	3	50
C-4	1	1	1	1	2	30
C-5	2	1	2	1	3	45
C-6	1	1	2	1	2	35
C-7	2	1	3	2	3	55
C-8	3	2	3	2	3	65
C-9	2	1	1	2	2	40
C-10	2	2	3	2	3	60
C-11	2	1	2	1	3	45
C-12	2	2	2	2	2	50
C-13	2	1	1	1	2	35
C-14	2	1	2	2	3	50
C-15	3	2	3	2	3	65
C-16	2	1	2	2	3	50
C-17	1	1	2	2	2	40
C-18	3	3	3	2	3	70
C-19	2	2	3	2	3	60
C-20	2	2	3	1	2	50
C-21	2	2	1	2	3	50
C-22	2	2	2	2	2	50
C-23	2	1	2	1	2	40
C-24	2	2	3	2	3	60
C-25	3	2	2	2	2	55
C-26	2	2	3	1	3	55
C-27	2	2	3	2	2	55
C-28	3	2	3	3	3	70
C-29	2	1	3	2	2	50
C-30	2	2	1	2	3	55
C-31	3	3	2	1	2	55
C-32	2	1	2	2	3	50
Total	66	50	72	54	82	1625
Average	2.0625	1.5625	2.25	1.6875	2.5625	50.78125
Total Max	160	160	160	160	160	

Appendix 11

Post-Test Score of Experimental Group

Siswa	Components					Total Score (all components ' score x 5)
	Organization	Content	Grammar	Punctuation	Style	
E-1	3	2	2	2	3	60
E-2	3	2	3	2	3	65
E-3	3	3	3	2	3	70
E-4	2	2	2	2	2	50
E-5	3	2	3	2	3	65
E-6	3	2	2	2	2	55
E-7	3	3	3	3	3	75
E-8	4	3	3	3	4	85
E-9	3	2	3	2	2	60
E-10	4	3	3	3	3	80
E-11	3	2	3	2	3	65
E-12	3	3	3	2	3	70
E-13	3	2	2	2	2	55
E-14	3	3	3	2	3	70
E-15	4	3	3	3	4	85
E-16	3	3	2	3	3	70
E-17	3	2	3	2	2	60
E-18	3	3	3	3	3	75
E-19	4	3	3	3	3	80
E-20	3	3	3	2	3	70
E-21	3	3	2	3	3	70
E-22	4	3	3	2	2	70
E-23	3	3	2	2	2	60
E-24	4	3	3	3	3	80
E-25	3	3	3	2	3	70
E-26	3	3	3	3	3	75
E-27	4	3	2	1	2	75
E-28	4	3	3	3	3	80
E-29	3	3	3	2	3	70
E-30	4	3	3	2	3	75
E-31	4	3	2	3	3	75
E-32	3	3	2	3	3	70
Total	105	87	86	76	90	2235
Average	3.28125	2.71875	2.6875	2.375	2.8125	69.84375

Total Max	160	160	160	160	160	
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Appendix 12

Post-Test Score of Control Group

Siswa	Components					Total Score (all components' score x 5)
	Organization	Content	Grammar	Punctuation	Style	
C-1	3	2	2	2	3	60
C-2	2	2	2	2	3	55
C-3	2	2	3	2	3	60
C-4	2	2	2	2	2	50
C-5	2	2	2	2	3	55
C-6	3	2	2	1	2	50
C-7	3	2	3	2	2	60
C-8	3	3	3	2	3	70
C-9	3	2	2	2	3	60
C-10	3	2	3	2	3	65
C-11	3	2	2	1	3	55
C-12	3	3	2	2	3	65
C-13	3	2	2	2	2	55
C-14	3	3	2	1	3	60
C-15	3	3	3	2	3	70
C-16	3	2	2	2	3	60
C-17	2	2	2	2	2	50
C-18	3	3	3	2	3	70
C-19	3	2	3	3	3	70
C-20	3	2	3	2	3	65
C-21	3	2	2	2	3	60
C-22	2	2	2	2	3	55
C-23	3	2	2	2	2	55
C-24	3	3	3	2	3	70
C-25	3	3	2	2	2	60
C-26	3	2	3	2	3	65
C-27	3	3	3	2	2	65
C-28	4	3	3	2	3	75
C-29	3	3	2	2	2	60
C-30	3	2	2	2	3	60
C-31	3	2	3	2	3	65
C-32	2	2	2	2	3	55
Total	90	74	77	62	87	1950
Average	2.8125	2.3125	2.40625	1.9375	2.71875	60.9375

Total Max	160	160	160	160	160	
--------------	-----	-----	-----	-----	-----	--

APPENDIX 13

Students' Writing Product

Control Group

Pre-Test

55

C-7

One year ago My friends and I went to beach. We went at 07.00 Am. We went by motorcycle. In the beach, I and My friends (I've) beach to take a bath. After we (are) tired, My friend (require) to (came) back.

After that, My friends and I went to bathroom to take a bath. And then My friends and I went to back. We (separate) in the market for (bought) clothes. On the day My friend's birthday. We (given) gift very big. My friend very frightened. My friend's opinion that, gift (inside) thing very big. However, the gift (inside) stone and garbage. My friend very disappointed. However, My friends and I very satisfied and laugh.

Organization : 2

Logical Dev. of Ideas : 1

Grammar : 3

Punctuation & Spelling : 2

Style & Pictorial : 3

65

C-15

Black and White Socks

When I ^{was} in seven grade, one day I th was almost late. And this day was Friday. And like other day, after wakeup I took a bath and wore a scouting uniform. After that, I went to school bicycle. When arrived in my classroom, I was very confuse, because some my classmates look me strange and laughing. So I asked "Why do you look me and laughed?", but they did it answer and then laughing. I asked again "Hey, what was you laughing?" and one of them answer "kiki, where is your black socks?". I was surprised and look my legs. Oh My God, I wore white socks. I was very shy. After this moment, I always brought black and white socks in my bag.

Organization : 3

~~Punctuation~~ Logical Dev. of Ideas : 2

Grammar : 3

Punctuation & Spellings : 2

Style & Pictor : 3

55

C-31

"SALESMAN"

Two months ago, a Salesman come to my house to offer a new product from a new industry. He meet my father to Demo her product; after he finished, he told my father, if ~~he~~ my father bought the product, we will get a prize, but my father have a certain thought the salesman is fib, he think that, because my father experienced work as salesman.

After that, my father asked to her "how much this product?" and the Salesman answer "₹1,00,000 sir, if you bought now, you will get 50% discount, and get a prize" and my dad. gainsay "if you sell the product to cheap, why you don't buy your product for your self, and get the prize for you?"

he asked "I don't, because I sell the product" "allright, like this, give you money to ~~buy~~ you buy your product, and you got the prize, we joint venture. 50:50, I got the product and you got the prize + money from me ₹100,000"

~~and he~~ say my dad, he silent "sir, I have a certain thought the salesman, why you not say a real, don't lie. because. the key to success is honest!" and he downcast. and he express sorry ~~and~~ "yes sir, I'm sorry, although I permission to leave!"

"wait" my dad restrain. "this money to ~~buy~~ a lunch for you ~~to~~ better son"

"thank you sir."

Organization : 2

Logical Dev of Ideas : 3

Grammar : 2

Punctuations & Spelling : 2

Style : 2

Post-Test

C-7

60

"SPOOF text"

Last week I wake up at 09:00 am. I straight take a bath. I forgot ~~homework~~ tackled homework. I ^{was} very confusing. I very angry with my mother because my mother didn't awake him. Then, I went to school. In the street, I met my mother. After my mother ask me "Deden, why are you in rush?" and I answer "I already late mom". My mother to laugh me. My mother say "It is Sunday". I was shocked "what!!! Sunday?" My mother say "Yes, it's Sunday". I am Cried! But my mother to laugh me. After that my mother and I walked to home. We arrived in the home. I am straight to bedroom ~~from~~ for to lay my bag. Then I am eat.

Organization : 3
 Content : 2
 Grammar : 3
 Punctuation : 2
 Style : 2

70

C-15

Sunday?

One day, this morning was very cold. The Sun radiated the sun-ray, The bird's sang cheerfully, and the road was very busy. In the somehouse seen a child, his name is Fito. He still enjoyed his sleep. Maybe he was dreaming something as his ambition or love, but also maybe he was lazy to woke up.

Suddenly, he woke up, and looked the clock "What! Seven o'clock! Oh My Good I'm late", He was very frightened. He ran to the bathroom but he didn't take a bath, he just wore the uniform, and took his bag. He was out from his bedroom. He outrode because the sun outshone. He went to dining table, ate some bread, and ran to go outside.

In the yard he looked his mother, so he took leave. ~~After~~ After that he ran but suddenly his mother said "Why are you in rush, son it's sunday", "What?!?! Sunday?!?!", he surprised.

Organization : 3

Content : 3

Grammar : 3

Punctuation : 2

Spelling : 3

C-31

Late.

5

Last week, I slept late to perform tasks given by my teacher at school when I was already working on my homework and approximately half, I stopped to watch a movie that I recently bought this morning, but when I watch over slept.

When I woked up, I looked at the clock, and shows at 7 am, I was frantic and rush to shower and dress, when I took the job that I did last night, it turns out that task has not been completed, I was shocked, and after that I left, and when I left, I met my mom and she asked me "where are you going? it's Sunday.", hear that, I Very disappointed and I was surprised. "Whatat?!!! Sunday?!!!" that is Very embarrassing and Unconscious.

Organization : 3

~~Content~~ Content : 2

Grammar : 3

Punctuation : 2

~~Spelling~~ Style : 3

APPENDIX 14

Students' Writing Product

Experimental Group

Pre-Test

45

E-1

I had a friend and his name is Andi. He was born in Tegal, 10 December 1997. He lived in Tegal and his lived with parents. His school's name is Senior High School 1 Tegal. I had a funny daily experience about ours, when we went to grandfather's home. When we were in the journey I looked my friend. Because I was to do something in front of his. My friend ask "What are you doing?" I said "I just wish about our for always be together." And his just laughing me about my wish. Although he laughing me, I didn't laugh back. Because I know that my wish is impossible.

Organization : 2

Logical Dev of Ideas : 1

Grammar : 2

Punctuation : 2

Style : 2

2/9 2015

50

E-14

The crazy people

Two months ago I went to the market in my village. There I saw some people which (wear) sport uniform. I was confused, what (are) they (do) in the market with (they) sport uniform. I went to market to (bought) some vegetables, fruits, etc. In the centre market, I saw some people gymnastic, and (walk) to closer to (they). I (don't) know that the weekend gymnastic (do) in the market, I was very a astonished with way of (acting) they. I (don't) thought that they (are) different with other people.

Later, I was closer - - closer and closer. I (want) to pass they, but suddenly someone (to) (was) me. I was surprised and I (was) to (scream). Some people (looking) me, someone who (to) (was) me laughing. And I was very confused. (don't) know what happen. Suddenly, someone (closer) me and said "they are, who wear the sport uniform is the crazy people. The village chief always to perform to do therapy for they, the crazy people." I was surprised and very shock. I (was) also felt ashamed. They are who wear the sport uniform are the crazy people

Organization: 2

Logical Dev of Ideas: 2

Grammar: 1

Punctuation & Spelling: 2

Style: 3

E-22

55

Five years ago my father and I ^{were} watching match football in living room. We very enjoyed it. I was very (consciousness) so I ~~don't~~ cared with all sound which I was heard. Suddenly, my father told me, "Risa, can you bought cigarette 'Djarum Super' for me?". "What dad? I can't hear you" I replied. "Djarum Super!" said my father. "How many?" I asked. He replied "12 sticks!". I said "OK".

Then, I went to shop, (for bought) Djarum Super. On the road, I was thinking, about my father's instruction. My father told me (for bought) 12 sticks Djarum Super. In my opinion, Djarum Super (means) Big needle. So I must bought 12 sticks Big needle.

After that,

Organization : 2

Logical Dev of Ideas : 2

Grammar : 2

Punctuation & Spelling : 2

Style : 3

Post-Test

Spooof Text.

60

"Carelessness."

E-1

Last year, I had an experience that didn't forgotten. Before that, my name is Tito. I studied at Senior High School 3 Semarang. I lived in Semarang with my parents. Once time, I was watching movie with my brother. He was very like if watching horror movie. We usually watching movie until mid-night. After that, we went directly to bedroom and rest. In that morning, I was woke up late because last night I watched movie. It was already 07.00 am. I directly back to the table for finished my homework. But, I didn't finish any homework at all. I went to the bathroom for take a bath. After that, I was breakfast and I went to school. In front house, I meet my mom and she asked me "where are you going? it's sunday". I said to my mom, "Sunday? Why I must fast go to school?" I feel fed up, but I also surprise because I can wake up more beginning.

Organizatu : 3

Content : 2

Grammar : 2

Puncatu : 2

Style : 3

E-14

2015

70

~~Wrong~~ In correct Day

I woke up late. It was already 07:00 o'clock. My mother didn't erect me. I sleep lately, because last night I watched my favorite artist. -- Dimas aryanza. I forgot that I must finished my homework. I enjoyed that and I forgot something. At 02:00 a.m. I went to my bedroom. And already to sleep I forgot to activate the alarm.

I woke up late. And I forgot something. I pray to god, take a bath and finished my homework. Yesterday I didn't finished any homework because feeling I had a long time to finished my homework. But I was very busy. I worked my homework very hurry. Finally I finished my homework and I was already to

went to school. In the kitchen ~~met~~ my mom and she asked me "where are you going?". "Sorry mom (del) ^{have} breakfast, because I had to late to went to school."

"Hallow. -- went to school?" it's sunday !! I was suppressed, But also very happy

"Are you serious mom?". "Yes I am very serious". I was unconscious in the kitchen. And I woke up at 12:00 a.m.

Organization : 3

Content : 3

Grammar : 3

Punctuation : 2

Style : 3

E-22

70

My disastrous Day

This morning, I woke up late. It was already 07:00 a.m. I forgot to set clock, because last night I watched match football with my dad. I watched it until 02:00 a.m. So, impossible if I did not watch it, because my favourite football club was match.

I was very shocked! I didn't finish any homework at all. I was very confused to finish all my homework. With limited time, I was finished all my homework with hurried. After I finished all my homework, I ran to the bathroom for took a bath.

After that, I prepared to went to school. I took my bag. Then I wore my shoes. I ran to the dining room for breakfast. When I was ran to the dining room, I met my mom and she asked me "Where are you going? It was Sunday". My mom looked at me with curious and she was only smile to me. I was surprised, "Whaat?!!!! Sundaay?!!!!".

Organization	: 4
Content	: 3
Grammar	: 3
Punctuation	: 2
Style	: 2

DOCUMENTATION



SURAT IZIN PENELITIAN



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
 UNIVERSITAS NEGERI SEMARANG
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 Laman: <http://fbs.unnes.ac.id>, Email: fbs@unnes.ac.id

Nomor : 3254/UN37.1.2/LT/2015
 Lamp. : -
 Hal. : Permohonan Izin Penelitian

Yth. Kepala SMA Negeri 1 Kutowinangun
 di tempat

Dengan hormat kami beritahukan bahwa dalam rangka penyusunan skripsi mahasiswa kami,

nama : **Afrian Restu Utama**
 nim : 2201409025
 jurusan : Bahasa Inggris
 program studi : Pendidikan Bahasa Inggris
 jenjang : S1
 tahun akademik : 2014/2015
 judul : THE USE OF MEME COMIC AS MEDIA TO TEACH SPOOF TEXT.

akan mengadakan penelitian di **SMA Negeri 1 Kutowinangun**, waktu pelaksanaan **Agustus 2015 s.d. September 2015**. Untuk itu kami mohon Saudara berkenan memberikan izin kepada mahasiswa di atas untuk keperluan tersebut.

Atas perhatian dan kerja sama Saudara, kami sampaikan terima kasih.

Semarang, 13 Agustus 2015



Prof. Dr. Agus Nuryatin, M.Hum.
 NIP. 196608031989011001

Tembusan:
 1. Pembantu Dekan Bidang Akademik
 2. Ketua Jurusan
 3. Peringgal

FM-05-AKD-24

SURAT IZIN BAPPEDA



PEMERINTAH KABUPATEN KEBUMEN
**BADAN PERENCANAAN PEMBANGUNAN DAERAH
 (BAPPEDA)**

Jl. Veteran No. 2 Telp/Fax. (0287) 381570, Kebumen - 54311

Kebumen, 26 Agustus 2015

Nomor : 071 - 1 / 417 / 2015
 Lampiran : -
 Hal : Ijin Penelitian

Kepada:
 Yth. Kepala SMA N 1 Kutowinangun
 Kab. Kebumen
 di

Tempat

Menindaklanjuti surat rekomendasi Bupati Kebumen nomor 072/418/2015 tanggal 25 Agustus 2015 tentang Ijin Penelitian/Survey, maka dengan ini diberitahukan bahwa pada Instansi/wilayah Saudara akan dilaksanakan penelitian oleh :

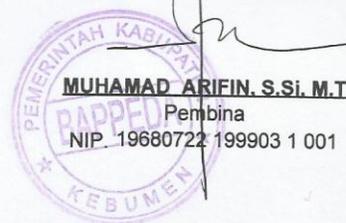
1. Nama / NIM : Afrian Restu Utama / 2201409025
2. Pekerjaan : Mahasiswa S1/UNNES Semarang
3. Alamat : Ds.Ungaran,Rt.01 Rw.01 Kec.Kutowinangun,Kab. Kebumen,Jawa Tengah
4. Penanggung Jawab : Drs.Hartoyo ,M.A. Ph. D
5. Judul Penelitian : The Use Of Meme Comic As Media To Teach Spooof Text
6. Waktu : 25 Agustus 2015 s/d 28 September 2015

Dengan ketentuan-ketentuan sebagai berikut :

- a. Pelaksanaan survey/penelitian tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah.
- b. Setelah survey/penelitian selesai diharuskan melaporkan hasil-hasilnya kepada BAPPEDA Kabupaten Kebumen.

Demikian surat ijin ini dibuat untuk dapat digunakan sebagaimana mestinya.

A.n. KEPALA BAPPEDA KABUPATEN KEBUMEN
 Kabid Penyusunan dan Penganggaran Program,



Tembusan : disampaikan kepada Yth.
 1. Kepala Dinas Dikpora Kab. Kebumen;
 2. Yang bersangkutan;
 3. Arsip.

SURAT KETERANGAN SELESAI PENELITIAN



PEMERINTAH KABUPATEN KEBUMEN
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI I KUTOWINANGUN
TERAKKREDITASI A

Jl. Raya Barat No. 185 Kutowinangun Telp. (0287) 661039 Kebumen 54393
Email : sman_kuto_185@yahoo.co.id

SURAT KETERANGAN

NOMOR : 422.1/673

Kepala Sekolah Menengah Atas (SMA) Negeri I Kutowinangun, Kabupaten Kebumen menerangkan dengan sesungguhnya bahwa :

Nama	:	AFRIAN RESTU UTAMA
NIM	:	2201409025
Fakultas	:	Bahasa dan Seni
Jurusan	:	Pendidikan Bahasa Inggris
Perguruan Tinggi	:	Universitas Negeri Semarang (UNES)

Telah secara nyata melaksanakan Penelitian untuk kepentingan Skripsi dengan judul **The Use Meme Comic As Media To Teach Spoof Tex di SMA N 1 Kutowinangun pada :**

Hari Selasa , 25 Agustus 2015 s/d Senin, 28 September 2015

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya .

Kutowinangun, 30 September 2015

Kepala Sekolah ,



Waluyo Widodo, S.Pd

NIP. 19641110 199103 1 018

SURAT KEPUTUSAN PEMBIMBING



**KEPUTUSAN
DEKAN FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI SEMARANG**

Nomor : 306/FBS/2013

**Tentang
PENETAPAN DOSEN PEMBIMBING SKRIPSI/TUGAS AKHIR SEMESTER GASAL/GENAP
TAHUN AKADEMIK 2012/2013**

- Menimbang** : Bahwa untuk memperlancar mahasiswa Jurusan/Prodi BAHASA & SAstra INGGRIS/Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni membuat Skripsi/Tugas Akhir, maka perlu menetapkan Dosen-dosen Jurusan/Prodi BAHASA & SAstra INGGRIS/Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni UNNES untuk menjadi pembimbing.
- Mengingat** : 1. SK. Rektor UNNES No. 164/O/2004 tentang Pedoman penyusunan Skripsi/Tugas Akhir Mahasiswa Strata Satu (S1) UNNES;
2. SK Rektor UNNES No.162/O/2004 tentang penyelenggaraan Pendidikan UNNES;
3. Undang-undang No.20 Tahun 2003 tentang Sistem Pendidikan Nasional (Tambahan Lembaran Negara RI No.4301, penjelasan atas Lembaran Negara RI Tahun 2003, Nomor 78)
- Memperhatikan** : Usulan Ketua Jurusan/Prodi BAHASA & SAstra INGGRIS/Pendidikan Bahasa Inggris Tanggal 11 Februari 2013

MEMUTUSKAN

- Menetapkan** :
- PERTAMA** : Menunjuk dan menugaskan kepada :
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Pangkat/Golongan : III/d - Penata Tk. I
Jabatan Akademik : Lektor Kepala
Sebagai Pembimbing I
 2. Nama : BAMBANG PURWANTO, S.S., M.Hum.
NIP : 197807282008121001
Pangkat/Golongan : III/b - Penata Muda Tk. I
Jabatan Akademik : Asisten Ahli
Sebagai Pembimbing II
- Untuk membimbing mahasiswa penyusun skripsi/Tugas Akhir :
- Nama : AFRIAN RESTU UTAMA
NIM : 2201409025
Jurusan/Prodi : BAHASA & SAstra INGGRIS/Pendidikan Bahasa Inggris
Topik : The Use of Meme Comic as Media to Teach Students in Writing SpooF Text
- KEDUA** : Keputusan ini mulai berlaku sejak tanggal ditetapkan.



DITETAPKAN DI : SEMARANG
TANGGAL : 11 FEBRUARI 2013
DEKAN

Prof. Dr. Agus Nuryatin, M.Hum.
NIP. 196008031989011001

- Tembusan**
1. Pembantu Dekan Bidang Akademik
 2. Ketua Jurusan
 3. Dosen Pembimbing
 4. Pertinggal



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Halaman 1 / 1

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SURAT KEPUTUSAN PENGUJI



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI SEMARANG (UNNES)

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No.Dok. FM-01-AKD-20	No. Revisi : 00	TglBerlaku :01 Sept. 2010	Halaman: 1dari1
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Nomor :1965/FBS/2015

Hal. : Surat Tugas Panitia Ujian Sarjana

Dengan ini kami tetapkan bahwa ujian Sarjana Fakultas Bahasa dan Seni UNNES untuk Jurusan Bahasa dan Sastra Inggris adalah sebagai berikut:

I. Susunan Panitia Ujian:

a.	Ketua	:	Drs. Syahrul Syah Sinaga, M.Hum.
b.	Sekretaris	:	Sri Wayuni, S.Pd., M.Pd.
c.	Pembimbing Utama	:	Drs. Hartoyo, M.A., Ph.D.
d.	Pembimbing Pendamping	:	Bambang Purwanto, S.S., M.Hum.
e.	Penguji	:	1. Arif Suryo Priyatmojo, S.Pd., M.Pd.
			2. Bambang Purwanto, S.S., M.Hum.
			3. Drs. Hartoyo, M.A., Ph.D.

II. Calon yang diuji

Nama	NIM	Program Studi	Judul Skripsi
Afrihan Restu Utama	2201409025	Pendidikan Bahasa Inggris	THE USE OF MEME COMIC AS MEDIA TO TEACH T SPOOF TEXT

III. Waktu dan Tempat Ujian

Hari/ Tanggal : Selasa/5 Januari 2016

Jam : 09.00

Tempat : B8 102

Pakaian :

- Panitia Ujian : Hem lengan panjang berdasi
- Calon yang diuji : Hitam Putih berjaket almamater

Demikian surat tugas ini kami buat untuk dilaksanakan sebaik-baiknya.



Prof. Dr. Agus Nuryatin, M.Hum
NIP 196008031989011001

Tembusan:

1. Ketua Jurusan Bahasa dan Sastra Inggris;
2. Calon yang diuji.