

THE EFFECTIVENESS OF UTILIZING SPOOF TEXT IN ENGLISH LANGUAGE LEARNING FOR STUDENTS OF SMA NEGERI 4 PRAYA

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Abstract

This study explores the efficacy of incorporating spoof texts into high school education, specifically focusing on enhancing students' knowledge and process skills. Employing a pre-post-test experimental design with control and experimental groups at SMA Negeri 4 Praya, students engaged with spoof material through diverse mediums such as learning videos, spoof images, and audio-visual texts. Utilizing student worksheets (LKS) to support comprehension, the results indicate that the integration of spoof texts effectively develops students' knowledge and skills. Students demonstrated the ability to explain spoof material from various sources, showing increased engagement during the learning process. The implementation of LKS further supported their understanding of spoof texts. These findings contribute significantly to high school learning methodologies, with practical implications for curriculum development and teaching strategies aimed at enhancing students' grasp of spoof texts. Future research may delve into additional aspects of spoof text utilization to deepen understanding of their impact on students' knowledge and process skills development.

Keywords : Spoof Text, English Learning, Impact

INTRODUCTION

Education at the Senior High School (SMA) level plays a crucial role in forming the foundation of students' knowledge and skills. This period is not only the peak point in their formal education journey, but also marks an important stage in preparation to face future challenges. With a variety of subjects and increasing levels of difficulty, developing effective

learning methods becomes very important to ensure that students are not only able to capture information, but can also apply it actively in everyday life (Suherman & Yusyfiana, 2020).

In this context, a real challenge arises in creating a learning environment that stimulates and provides optimal results for students. Learning is not just about presenting information, but also about ensuring that students can be actively involved in the process. Therefore, a learning approach is needed that not only attracts students' attention but also provides concrete support for understanding and applying the concepts being taught. Developing effective learning methods in high school is not only about ensuring graduation, but also about preparing them to respond to the demands of the complexity of the modern world (Dhona Handayani & Harha, 2016).

With an understanding of the importance of the high school phase as the main foundation for individual development, there is a need for research and innovation in learning methods. A paradigm shift from learning that only pursues academic achievements towards a more holistic and student-centred approach is essential. In this context, the development of effective learning methods becomes essential to ensure students' deep understanding and active participation. One approach that has attracted attention is the use of spoof texts in learning (Sari et al., 2017). This research aims to explore the effectiveness of utilizing spoof texts in increasing students' understanding and engagement at the high school level.

In order to achieve this aim, this research adopted a pre-post-test experimental method with a control group and an experimental group. It is hoped that the use of this experimental design can provide a deeper understanding regarding the impact of using spoof texts in learning. The spoof material in this research is presented through various media, including learning videos, spoof images and audio-visual texts. This multimedia approach is designed to create an interesting learning environment and support a holistic understanding of spoof material (Qurrotul Ainiyah & Subandowo, 2020)

Apart from that, students in this research were not only given spoof material, but were also supported by providing student worksheets (LKS). This LKS is designed to provide additional guidance and stimulate students' active participation in the learning process. Thus, this research not only involves the effectiveness of spoof texts as learning material but also evaluates additional support that can improve students' understanding through LKS. In the

context of learning innovation in high school, it is hoped that this research can provide a valuable contribution to the development of better and more effective learning strategies.

METHODS

This research was done in SMA Negeri 4 Praya. This is located at Jl. Tuan Guru Lopan Praya, Kecamatan Praya, West Nusa Tenggara. This research has been carried out from July up to September 2023. This study adopted a pre-post-test experimental design with a control group and an experimental group. This approach was chosen to ensure that the impact of using spoof texts in learning could be measured more accurately. This experimental design allows researchers to compare the achievement of knowledge and process skills between the group that received spoof text-based learning with the control group that received conventional learning (Effendi, M. Syahrin. (2013).

The sample for this research consisted of students from SMA Negeri 4 Praya who received spoof text material with a control group and an experimental group. The research variables focus on developing students' knowledge elements and process skills. These variables are measured through a number of indicators, including students' ability to provide explanations regarding spoof material from learning videos, spoof images and audio-visual texts. Student worksheets (LKS) are also used as indicators to measure student involvement in the learning process.

Data collection was carried out using a number of instruments that were developed specifically for this research. Pre-post tests are used to measure students' initial knowledge and increase in knowledge. In addition, structured observation is used to assess student involvement in the learning process. Student worksheets (LKS) and questionnaires are also used as additional instruments to explore student perceptions regarding spoof text-based learning. This data collection instrument was designed to provide a holistic picture of the effectiveness of the learning methods tested in this research (Orianda & Rosa, n.d.)

RESULTS

Data analysis indicates that the experimental group, receiving instruction using spoof texts, showed a significant improvement in English language comprehension compared to the control group. Additionally, students' interest in learning also increased. These results

suggest that spoof texts can be an effective approach to enhancing English language skills for senior high school students.

The research results show that the use of spoof texts in learning significantly increases students' knowledge. In engaging students with spoof material through learning videos, spoof images, and audio-visual text, there is a convincing increase in their understanding related to the concepts presented. Students show better abilities in providing detailed explanations regarding spoof material, reflecting the effectiveness of spoof texts in conveying information more clearly and impressively.

Students also show increased competence in providing explanations regarding spoof material from various sources, including learning videos, spoof images and audio-visual texts. Their ability to describe story elements, detail characters, and identify the values contained in the spoof shows that the spoof text effectively supports the development of students' knowledge elements and skill elements at the high school level.

In this research, student involvement in the learning process also experienced a significant increase. The application of Student Worksheets (LKS) acts as an effective tool to stimulate active participation of students. LKS provides additional guidance that helps students understand spoof content in more depth. Thus, the results show that spoof texts not only stimulate knowledge, but also increase students' involvement in the learning process.

Student Worksheets (LKS) have proven to be a suitable instrument to support students' understanding of spoof texts. The analysis shows that the suitability of the LKS with spoof material is positively correlated with increased student understanding. LKS provides a good structure and supports students in organizing and responding to spoof material, thereby strengthening the effectiveness of using spoof texts in learning.

DISCUSSION

The observed increase in knowledge can be directly attributed to the effectiveness of spoof texts as a medium for in-depth learning. The convincing increase in students' understanding also reflects the effectiveness of spoof texts in conveying information more clearly and impressively. Spoof texts are able to stimulate students' interest, strengthen information retention, and facilitate understanding of concepts that may be difficult to understand through conventional learning approaches. These results are consistent with

cognitive psychology theory which emphasizes the importance of meaningful experiences in the formation of knowledge (Mobonggi et al., 2023).

Significant increases in students' knowledge can be analysed in more depth by considering certain variables. In the context of this research, it is important to pay attention to the level of student involvement during the learning process with spoof texts. Positive results can be influenced by various factors, including the level of attractiveness of the material, creativity in presentation, and diversity of learning media. Apart from that, the teacher's role in guiding and encouraging students' interaction with the material is also a factor that needs to be considered (Haryati, Yuniarti 2021.)

The role of the teacher is very important, namely as a central agent for curriculum development and an architect in classroom learning to increase students' interest in learning which will influence elements of their knowledge and skills. The success of increasing students' knowledge in this context is in line with the effectiveness of multimedia learning media, such as learning videos, spoof images and audio-visual texts. The advantage of this media lies in its ability to provide a more holistic and in-depth learning experience (Ria Anita 2016). Through visual and audio representations, students have greater opportunities to understand and internalize the concepts presented. The implication is that the development of learning materials should consider the integration of these media so that they can more effectively facilitate students' understanding.

Students show increased ability to provide detailed explanations regarding spoof material. This shows that spoof texts not only increase students' knowledge in general, but are also able to strengthen students' skills in compiling and conveying information clearly. This increase can be interpreted as a positive response to learning approaches that involve various modalities, such as visual (video and images) and audio (audio-visual text).

Increasing students' ability to provide detailed explanations regarding spoof material is an important aspect that highlights the effectiveness of spoof texts. This ability not only includes verbal aspects, but can also extend to critical abilities in analysing and organizing information logically. A more detailed analysis of these improvements could help develop more specific guidelines and teaching strategies to improve students' ability to respond to and interpret spoof material.

The findings of this research have significant implications for the development of learning methods at the high school level. The use of spoof texts, if supported by various

learning media and LKS, can be considered an effective learning strategy to increase students' knowledge and involvement. These implications may pave the way for the development of curricula that are more dynamic and focused on student-based learning in higher education settings.

CONCLUSION

Based on the results and discussion that have been described, this research reveals that the use of spoof texts in learning at the Senior High School (SMA) level has a significant positive impact on increasing students' knowledge and skill elements. The results show that involving students with spoof material through various multimedia learning media, such as learning videos, spoof images, and audio-visual texts, results in a convincing increase in understanding regarding the concepts presented. Students demonstrate better ability in providing detailed explanations regarding spoof material, reflecting the effectiveness of spoof texts in conveying information clearly and impressively. Apart from that, student involvement in the learning process also increases with the implementation of Student Worksheets (LKS), which provide additional support for their understanding of spoof texts.

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