

CHAPTER 1

INTRODUCTION

In this chapter, the researcher discusses the introduction. This part includes background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the research question, the purpose of the research, the significance of the research, and the definitions of key terms.

1.1 Background of the Problem

The English curriculum of SMA states that there are four language skills that are taught to students, namely, listening, speaking, reading and writing. Reading becomes the source of much vocabulary knowledge, writing style, advance grammatical competence and spelling. Reading is one of the language skills that can help students in getting the information/knowledge from a written text. It is the basis of nearly all learning process. Teacher's role in reading is not to remind the students but to make the students having their own ability to read, especially to read the text comprehensively. According to Duffy (2009: 86), comprehension is the essence of reading because the goal of written language is communication of messages. If the readers can read the words but do not understand what they read, it means that they are not able to read comprehensively.

Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy used) as well as variables related to the text itself (interest in text, understanding of text types) (Klingner, 2007: 133). The purpose

of teaching reading comprehension is making students understand and get the information from the text given.

The students learn various types of texts in classroom activity based on the English syllabus set by the government for each school. Related to reading, there are various kinds of functional texts. According to Pranita (2013: 5), there are various genres of texts including narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, news item and spoof. Spoof text is one kind of texts taught to second-grade students of Senior High Schools in Indonesia, especially at SMAN 1 Air Pura. Based on the English syllabus taken from SMAN 1 Air Pura Pesisir Selatan, the second-grade students of senior high school learn five kinds of texts. They are narrative, spoof, descriptive, analytical exposition and hortatory exposition.

Spoof text is a text which tells a potentiall factual story that has happened in the past with an unpredictable and funny ending. Its social function is to entertain and share the story (Nurma, 2016: 8). It is supported by Gultom (2016) stating that it tends to be defined as text which relates to funny story and unusual incidents and brings the function to entertain and share to readers. It is important for students to study spoof texts because they can be used to express or to tell about an event with a humorous twist or a funny ending. Therefore, students should know the purpose, and the language features of a spoof text. A spoof text has three features such as social function, generic structure and language feature to develop its content and build up the meaning.

In addition, the students should understand the generic structure contained in spoof text. There are three aspects of generic structure that should be mastered when we learn spoof text. They are orientation, event and twist. It is supported by Nurdin (2013), who states that the generic structure of spoof text consists of orientation, events, and evaluation.

Based on the initial interview to *Elfrida Yetti S.pd* as the English teacher of SMAN 1 Air Pura Pesisir Selatan on November 27th, 2018, it was found the students have difficulties to determine the generic structure and language feature of spoof text and they get confused about main idea and the end of story (twist) in spoof text. In one hand, students need to have certain skill in comprehending the text. On the other hand, reading an English text requires them to have an adequate knowledge of the language and certain set of skills such as: past tense, action verb, adverb of time and place. The classroom activities also have some problems, such as (a) the teacher only explained about the generic structures and language features of spoof text and ask students do some tasks and translate the texts. In other words, teachers do not actively involve the students much in reading activity (b) the students are not interested in the lesson that teacher explains about. Some students do not pay attention or lie down on the desk in teaching learning process. The students do not laugh when they read the funniest ending of spoof text. Based on the result on a reading quiz on reading spoof text given by the teachers, the students' grade are still under the minimum standard (KKM). The KKM for English subject of second-grade students at SMAN 1 Air Pura Pesisir Selatan is 75. Ideally, 75% of the students should reach the KKM. It can be seen from the

students' scores on quiz of reading result of second-grade at SMAN 1 Air Pura Pesisir Selatan Academic Year 2018/2019 below.

Table 1.1 The Students' Score of The Second-Grade Students in Reading

No	Class	Number of Students	>KKM (75)	<KKM (75)	Average score
1	XI IPA 1	22	12	10	68,33
2	XI IPA 2	24	16	8	67,21
3	XI IPS 1	26	11	15	67,84
4	XI IPS 2	26	9	17	67,25
5	XI IPS 3	27	10	17	62,50
Total		125	58	67	66,63

From the table above, there are more students getting the score below KKM than those who get the score above the KKM. The score in the table above is taken from the result of the previous reading quiz of second-grade students at SMAN 1 Air Pura Pesisir. From the average of students' scores, it can be concluded that the average score is under the KKM. It means the students have problem in comprehending spoof text in SMAN 1 Air Pura Pesisir Selatan.

Based on the phenomenon above, the researcher is interested and would like to conduct a research, entitled "A study of the second-grade students' ability in comprehending spoof texts at SMAN 1 Air Pura Pesisir Selatan".

1.2 Identification of the Problem

Based on the background of the problems explained above, the researcher identifies some problems in reading skill of second-grade students at SMAN I Air Pura Pesisir Selatan. The problems faced by the students in comprehending spoof texts is firstly dealing with comprehending of spoof texts. Second, the students have problem in comprehending the content in each part of generic structure of spoof texts: orientation, event and twist. Third, students have problem with language features of spoof texts. And the last, the students have problem in

memorizing vocabulary that makes them have difficulty in comprehending the text.

1.3 Limitation of the Problem

Based on the identification of the problem as already discussed before, the researcher limits her study to the students' ability in comprehending spoof text at SMAN I Air Pura Pesisir Selatan. The researcher focuses on the generic structure of spoof text including orientation, event and twist.

1.4 Formulation of the Problem

Relating to the limitation of the problem of this study as discussed above the problem of this research is formulated as follows:

“How is the ability of the second-grade students at SMAN I Air Pura Pesisir Selatan in comprehending the spoof texts?”

1.5 Research Questions

Based on the formulation of the problem above, the research questions of this study are as the followings:

1. How is the students' ability to comprehend the orientation of spoof texts?
2. How is the students' ability to comprehend the event of texts?
3. How is the students' ability to comprehend the twist of spoof texts?

1.6 Purposes of the Research

Generally, the purpose of this research is to find out the second-grade students' ability to comprehend spoof texts. Specifically, the purposes of this research are

1. To find out the students' ability in comprehending the orientation of spoof texts.

2. To find out the students' ability in comprehending the event of spoof texts.
3. To find out the students' ability in comprehending the twist of spoof texts.

1.7 Significance of the Research

The researcher clarifies that this research is very important and useful for the English teacher, students and researcher.

1. For English teacher

The result of this research gives information to *Elfrida Yetti, S.pd* as English teacher about student's reading ability to comprehend spoof text.

The English teacher can follow up this research result to consider their teaching aspects based on the students' reading ability in comprehending spoof text.

2. For Student

The result of this research makes students know about their reading ability so they can improve their ability if they have low ability.

3. For further researcher

This research can add the knowledge for the future researcher about this problem and result of the research can be used as reference and source of information for the next researcher.

1.8 The Definition of Key Terms

There are some key terms that are used in this research and to make it clear, their definition are presented as follows:

1. Reading comprehension is a series of processes by the reader to find information and understand the information contained in a reading text.

2. Spoof text is a text which retells the past event which has funny ending and it is to entertain the readers
3. Generic structure of the text is organization of the text that contains orientation, event and twist.
4. Orientation is the background information of story, it tells about the time and the location of the story happened.
5. The event is the background consisting of the information about the character, place, time and the author tells about the event chronologically.
6. Twist is the interesting part in spoof text or the funniest part

CHAPTER II

REVIEW OF RELATED LITERATURE