

AN ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY IN COMPREHENDING SPOOF TEXT AT SMAN 2 TILATANG KAMANG KAB.AGAM

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Abstract

The background of the problem in this study was the second year students of SMAN 2 TilatangKamangKab.Agam had difficulties in comprehending spoof text. This study was aimed to describe the students' ability in comprehending generic structure of spoof text. This research was aimed to describe the second year students' ability in comprehending spoof text at SMAN 2 TilatangKamangKab.Agam. The design of this research was descriptive in nature. The total population members was 109 students. The researcher used stratified cluster random sampling technique to take sample. The instrument used to get the data was reading test. The researcher tried out the test to the students out of sample. The researcher found the reliability of the test by using split-hal method. It was found that the coefficient correlation was very high (0.94). It means that the test was reliable. Then, the test was valid in term of content validity. Based on the result of this research, it was found that the ability of the second year student of SMAN 2 TilatangKamangKab.Agam to comprehend spoof text was moderate. It was proved by the fact that 32 students (60.38%) had moderate ability. Specifically, the ability of the students to comprehend orientation was moderate. It was proved by the fact 39 students (73.59%) had moderate ability. The ability of students to comprehend event was moderate. It was due to the fact that 36 students (67.92%) had moderate ability. The last, the ability of students to comprehend twist was moderate. It was proved by the fact that 29 students (54.72%) had moderate ability. Based on findings that have already discussed previously, it could be concluded that the ability of second year students of SMAN 2 Tilatang Kamang Kab.Agam was moderate.

Key words: Analysis, Comprehending, Spoof Text, Students' Ability

Introduction

Reading is one of language skills. It is still regarded as the prime focus on higher education. Without reading, the people in the world would not have

knowledges. According to Burns(1996:4), reading is not only a single skill but also a combination of many skills that lead to derivation of meaning. Moreover, learning to read is not natural

and easy, it is a complex linguistic achievement. It means that, a student who does not learn to read early and well will not easily master other skills and knowledges. Therefore, reading is basic competency in mastering English.

Then, the most fundamental responsibility of the English teacher is to teach students to read. Indeed, the future success of all students hinges upon their ability to become proficient readers (Moat,1999:41). In other words, the students who want to be successful in learning many things particularly in their daily life should learn to read. Moreover, Baumann and Seifert (1991:265) state that reading is an appropriate means to promote a lifelong learning. It means that, reading gives the students a tool which provides a technique to explore how “the world” wherever they chooses, and provides the opportunity to get a goal in life. Thus, reading is very crucial competency to be promoted to the Senior High School students.

According to Leipzigh (2001:1), reading is the process of recognition and perception of written or printed material. The main purpose to conduct reading is to get information and knowledge from reading text. Most of scientific books are written in English, the students should be accustomed to read English text. Because

of that, reading becomes one of the important skill that has to be mastered.

Based on the Senior High School curriculum, reading skill is taught by using genre-base approach; the students are introduced to some genre types of text. According to Gerot and Wignell (1994:194), there are thirteen genres of texts. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item.

Spoof is a kind of texts taught to second grade students of Senior High School. It is a text which tells factual story, happened in the past time with unpredictable and funny ending. The social function is to entertain and share the story. Spoof text is very important because everybody need a homorous story in their life to relax from the busy activity.

The purposes of this research were as follows:

1. To describe the ability of the second year students of SMA N 2 Tilatang Kamang Kab. Agam in comprehending generic structure of spoof text.
2. To describe the ability of the second year students of SMA N 2 Tilatang Kamang Kab. Agam in

comprehending orientation of spoof text.

3. To describe the ability of the second year students of SMA N 2 Tilatang Kamang Kab.Agam in comprehending events of spoof text.
4. To describe the ability of the second year students of SMA N 2 Tilatang Kamang Kab.Agam in comprehending twist spoof text.

Research Method

This research was aimed to describe the students' ability in comprehending spoof text. Relating to this, the researcher used descriptive method. According to Gay *et all* (2006:159), descriptive research determines and describe the way things are. It involves collecting data in order to answer questions about the current status of subject of the study.Descriptive research gives facts about subjects of study without any manipulation or treatment and does not control subject being studied.

The population of this research was all of the second year students of SMAN 2 Tilatang Kamang Kab.Agam in academic year 2012/2013. The population was distributed into two strata; that is science and social clas, and the characteristics of students of two strata was different one to another. Science class consisted of 2

classes; XI IPA 1 and XI IPA 2. Social class also consisted of 2 classes; XI IPS 1, XI IPS 2. The total numbers of population were109 students.

In choosing the sample of this research, the researcher used stratified cluster random sampling.Stratified sampling was used because the population was in two different strata (science class and social class). Both of these strata have differences in term of allocation time, capability and teacher.The researcher applied cluster random sampling because the population was grouped into classes.

In this research, the instrumentation used to collect the data was reading testin multiple choice form. Before the researcher gave the real test, she gave try out test to the students out of sample.The try out test consisted of 30 items included in 6 spoof texts. The reseacrher gave one point for each correct answer.

The criteria of good instrument is valid and reliable.To see the validity of the test, the reseacrher used content validity.Relating to this, this test was constructed based on curriculum, syllabus, and teaching materials used in SMAN 2 Tilatang Kamang Kab.Agam.To get reliability of the test, the researcher used Split- Half method and Pearson Product Moment Formula (Arikunto,2012;87) as follow;

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

Futhermore, to know the coefficient correlation of the whole test, the result was analyzed by using Spearman Brown formula (Gay, 1987:139) as follows :

$$r_{ii} = \frac{2r_{xy}}{(1+r_{xy})}$$

The coefficient correlation of the test was 0.94.

In analyzing the data, the researcher used the procedure as follows:

1. The researcher calculated mean (M) by using the following formula suggested by Arikunto (2012:229)

$$M = \frac{\sum x}{N}$$

2. The researcher calculated Standard Deviation (SD) by using formula suggested by Arikunto (2012:229) :

$$SD = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

3. The researcher classified the students' grade into high, moderate, and low ability by using the following catagories :

>M + 1 SD = High

(M - 1SD) → (M + 1SD) = Moderate

<M - 1SD = Low

4. The researcher calculated the percentage of the students who get high, moderate, and low ability. The researcher used the following formula (Arikunto; 2012:298)

$$P = \frac{R}{N} \times 100\%$$

Finding and Discussions

The researcher presented the result of the study on students' ability to comprehend spoof text. After checking the students' answers, the researcher analized them to find out the number of students who have high, moderate or low ability.

Students' Ability to Comprehend the Generic Structure of Spoof Text

In measuring the students' ability to comprehend the generic structure of spoof text in general, the researcher counted the students' score. The researcher calculated the percentage of students who were included in each of those three groups, and it was shown in Chart 4.1.

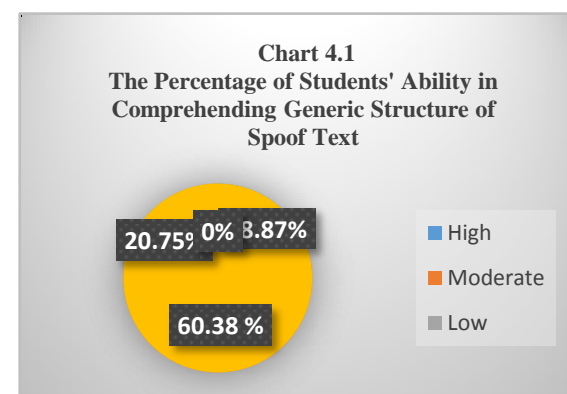


Chart 4.1 reveals that the students' ability to comprehend the generic structure of spoof text was moderate. It was supported by the fact that 10 students (18.87%) had high ability, 32 students' (60.38%) had moderate ability and 11 students' (20.75%) had low ability.

Students' Ability to Comprehend Orientation of Spoof Text

In measuring the students' ability to comprehend orientation of spoof text, the researcher counted the students' score. She calculated the percentage of students who were included in each of those three groups, and it was shown in Chart 4.2

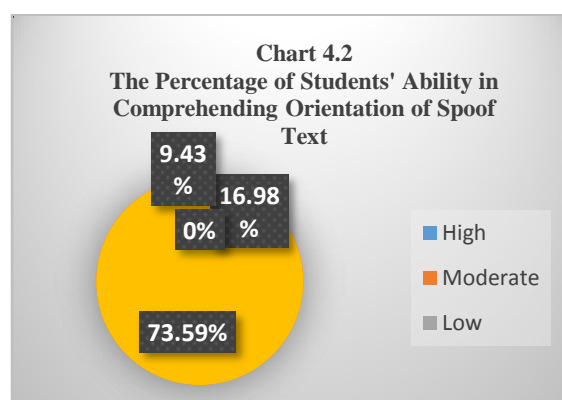


Chart 4.2 reveals that the students' ability to comprehend orientation of spoof text was moderate. It can be supported by the fact that 9 students (16.98%) had high ability, 39 students' (73.59%) had moderate ability and 5 students' (9.43%) had low ability.

Students' Ability to Comprehend Event of Spoof Text

In measuring the students' ability to comprehend event of spoof text, the researcher counted the students' score. She calculated the percentage of students who were included in each of those three groups, as shown in Chart 4.3

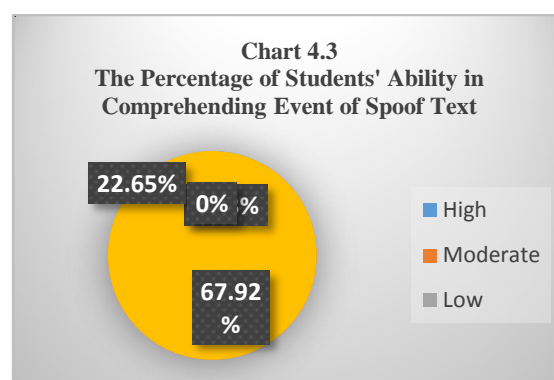


Chart 4.3 reveals that the students' ability to comprehend event of spoof text was moderate. It was supported by the fact that 5 students (9.43%) had high ability, 36 students' (67.92%) had moderate ability and 12 students' (22.65%) had low ability.

Students' Ability to Comprehend Twist of Spoof Text

In measuring the students' ability to comprehend twist of spoof text, the researcher counted the students' score. She calculated the percentage of students who were included in each of those three groups, as shown in Chart 4.4

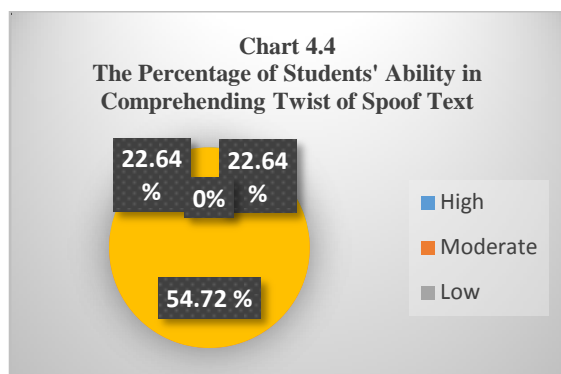


Chart 4.4 reveals that the students' ability to comprehend event of spoof text was moderate. It was supported by the fact that 12 students (22.64%) had high ability, 29 students' (54.72%) had moderate ability and also 12 students' (22.64%) had low ability

Discussion

As already discussed previously, the researcher found that the students' ability to comprehend the generic structure of spoof text was moderate. These findings indicated that many students still had difficulties in comprehending spoof text. They were probably caused by their lack of knowledge or understanding on the concept of orientation, event and twist.

Students' Ability to Comprehend Orientation of Spoof Text

The result of data analysis showed that the ability of most of second year students of SMAN 2 Tilatang Kamang Kab. Agam to comprehend orientation of spoof text was

moderate. This finding indicated that many students still got difficulties to comprehend the orientation of spoof text. Actually, to comprehend the orientation of the spoof text, the students had to know that the person and what happened in introduction of the story. As a matter of fact, 19 out of 53 student could not answer the question on, "Where did Jony's sister study for exams?" They answered with "In Jony's bedroom", while the correct answer for this question is "In her bedroom".

Students' Ability to Comprehend Event of Spoof Text

As already discussed previously, another finding of this research was that the ability of most of second year student of SMAN 2 Tilatang Kamang to comprehend event of spoof text felt into moderate. Students still got difficulties to comprehend event of spoof text. It might be caused by students' limited knowledge to comprehend what was included in event of the text that arrange the story in the text that lead the reader to reach conclusion about what happened in event. For example, "What did Dave do in his office?" Some students answered "to set up the estate agency". The correct answer was "to buy some new furniture and moved in".

Students' Ability to Comprehend Twist of Spoof Text

This research also found that 29 students' (54.72%) had moderate ability and 12 students' (22.64%) had low ability to comprehend twist of spoof text. This means that many students still got problem to comprehend the twist of spoof text. As matter of fact, students (67.92%) had mistakes in answering the question on, "Why did the man from the telephone come to Dave's office?". They answered with "To break the phone line", while the correct answer for this question is "To connect Dave's telephone".

Conclusions

In general, based on the finding of this research a simple conclusion could be drawn that the ability of the second year students at SMAN 2 Tilatang Kamang Kab.Agam to comprehend generic structure of spoof text was moderate. It was proved by the fact that 60.38% students possessed moderate ability.

Another conclusion that could be drawn was that the ability of second year students of SMA N2 Tilatang Kamang Kab.Agam to comprehend the orientation of spoof text was moderate. It was proved by the fact that ability of majority of students (73.59%) was categorized as moderate one.

The next conclusion of this research was that the ability of second year

students of SMA N2 Tilatang Kamang Kab.Agam to comprehend event of spoof text was moderate. It was proved by the fact that ability of majority of students (67.92%) felt into moderate category.

The last conclusion of this research was that the ability of second year students of SMA N2 Tilatang Kamang Kab.Agam to comprehend twist of spoof text was moderate. It was proved by the fact that ability of majority of students (54.72%) was categorized as moderate one.

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