

AN ANALYSIS ON THE FIRST YEAR STUDENTS' DIFFICULTIES OF SMAN 4 PARIAMANAN IN COMPREHENDING SPOOF TEXT

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Abstract

This research was attempted to describe the first year students difficulties in comprehending spoof text at SMAN 4 Pariaman. The design of this research was descriptive. The members of population were 341. The researcher used cluster random sampling technique in taking the sample. The researcher got one class as the sample and it consists of 37 students. It means it was 11% of the population. In collecting the data, the researcher used reading test. Before the researcher gave real test, it was tried out. From the result, the researcher found that the degree of coefficient correlation was 0.72 and the reliability coefficient for total test was 0.83. It means that the reliability of the test was very high. After analyzing the data, this research found that most of the first year students of SMAN 4 Pariaman had difficulties in comprehending spoof text. It was indicated by the number of the students who had score below mean plus 0.5 standard deviation specifically 67.57% students had difficulties in comprehending orientation, 62.17% students had difficulties in comprehending event, and 51.36% students had difficulties in comprehending twist. Based on the findings of this research, it can be concluded that the students had difficulties in comprehending spoof text. Based on the conclusions above, the teacher is expected to improve students skills in comprehending spoof text by giving more exercises to the students. For the students, they are suggested to do more exercises about reading spoof text and all aspects about spoof text and further researcher is suggested to do relevant research from different point of view and another kind of text.

Key words: Reading , Comprehending, Spoof Text

A. Introduction

Reading is one way for the readers to obtain information from the text that they read. Mikulecky and Jeffries (2004:6) say that reading skill is very important because it

offers several advantages.

First, reading helps students learn English. Second, reading can enlarge students' English vocabulary. Noticing the words more, reading the text closely enough, reading every

single word and taking special note of unfamiliar words can enlarge students' vocabulary. Third, reading can help students improve their writing ability. Fourth, reading is a good way to practice students' English when they live in a non-English speaking countries. Fifth, reading can help students prepare for studying in English-speaking countries. Sixth, reading is a good way to find about new ideas, facts, and experiences.

Some definitions of reading have been elaborated by some experts. According to Nunan (1998:66), reading is the process where the reader can find the information of the text and understand about the text based on their knowledge about the text. Soedarso (2002:4) states that reading is a complex activity that includes understanding, imagining, observing and remembering. In the words, reading is not only a process of translating words but also a process of thinking.

The main purpose of reading is to get information and knowledge

from reading text. As a matter of fact, most of scientific books are written in English; consequently, the students should be accustomed to reading English texts. The other purpose of reading is to get pleasure, (Mickuleky and Jeffries; 2004). If the readers get the pleasure of reading, automatically it gives them some advantages, and a chance to have a lots of contact with the language and can increase their knowledge about something. In line with this opinion, Nunan (1999) explains that the purpose of reading is to get pleasure, to obtain information, to verify information that we have already known and to check the accuracy of a text we have written. Because of that, reading becomes one of the important skill that has to be mastered.

As discussed above, spoof is one of the the types of texts taught to the second grade students of senior high school. It is a text which tells humorous story, happened in the past time with unpredictable and funny ending. The social function of spoof text is to entertain and share the story. Spoof text is very important

because everybody needs a humorous story in their life to relax from the busy activity.

As a matter of fact, there are some problems that the students get in comprehending spoof text. Based on the result of interview the researcher did towards English teacher on January 16th, 2015 at SMAN 4 Pariaman, he assumes that many students were unable to comprehend spoof text. It seems that it is quite difficult for them to comprehend the orientation, events, and twist in spoof texts. For example, when the teachers gave exercises about spoof texts to the students, they were not able to identify the participants and to comprehend the events and to catch up the funny ending of the spoof text. As a result, there is no reaction from the students when their teacher asked some questions about spoof text.

Based on the phenomenon above, the researcher was interested in conducting a research entitled "An Analysis on the first year students' difficulties of SMAN 4 Pariaman in comprehending spoof text".

B. Research Method

This research was descriptive in design. According to Gay (1987:189), descriptive research involves collecting data in order to answer question concerning the current status of the subject of the study. It is supported by Selinger and Shohamy (1989:116) who state that descriptive research is concerning with providing description of phenomenon that occurs naturally without intervention of an artificial treatment. In this research, the researcher wanted to describe the students' difficulties in comprehending spoof text

The population of this year research was the first year students of SMAN 4 Pariaman. The members of the population were 341 students and they were distributed into nine classes

In this study, the researcher used cluster random sampling technique to select the sample of this study. Gay(2009:129) state that cluster sampling maybe the only feasible method of selecting a sample when the researcher was unable to

obtain a list of all members of the population. The researcher used cluster cluster random sampling technique because the members of population are distributed in groups or classes

The instrument used to collect the data of this research was reading test. The researcher used reading test to find out the students' difficulties in comprehending spoof text. In this test, the researcher used multiple choice test which has 30 items

Technique of Analyzing Data

To analyze the data, the researcher used the procedures as follows:

- (1) The researcher calculated the mean and standard deviation by using the following formula.

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

Where:

M = mean

N = number of the sample

$\sum x$ = total score of the

students

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

Where:

SD = standard deviation

$\sum x$ = the total of x

$\sum x^2$ = the total of x^2

- (2) The researcher classified the students into those who had difficulties and had no difficulties in comprehending spoof text.
- (3) Researcher classified the students into group of students who have difficulties and who have no difficulties. The students are said to have difficulties if their scores are less than mean plus 0,5 SD and they are said have no difficulties if their scores are more than mean plus 0,5 SD.
- (4) The researcher counted the number of students who had or had no difficulties in

comprehending spoof text.

- (5) The researcher calculated the percentage of the students who had no difficulties and had difficulties by using the following formula:

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

Where:

P=Percentage of students who have or have no difficulty

F=Frequency of students who have or have no difficulties

n=Number of students

C. Findings and Discussion

Findings

As already discussed previously, the data were collected by using reading test. It was analyzed by using descriptive method. Then the researcher came up with findings presented according to the indicators

Students' Difficulties in

Comprehending Spoof Text

The result of analyzing data gathered from reading test showed that the students had difficulties in comprehending spoof text. It also revealed that the highest score was 25, the lowest score was 13. Mean and Standard Deviation were 19.08 and 3.25 respectively. As already discussed previously the students are said to have difficulties if their scores are less than mean plus 0,5 SD and they have no difficulties if their scores are the same with or more than mean plus 0,5 SD. The result of data analysis demonstrated that 18 out of 37 students (48.64%) had no difficulties in comprehending spoof text, and 19 out of 37 students (51.36%) had difficulties in comprehending spoof text.

Students' Difficulties in

Comprehending Orientation of Spoof Text

Based on the result of data analysis on reading test, the researcher found that the highest score was 10 and the lowest score

was 3. Meanwhile, mean of students' score in comprehending orientation of spoof text was 7.48 and standar deviation was 1.72. The number of students who had difficulties in comprehending orientation of spoof text was 25 out of 37 students (67.57%) and 12 out of 37 students (32.43%) had no difficulties in comprehending spoof text. In short, more than half of the students had difficulties in comprehending orientation of spoof text.

Students' Difficulties in

Comprehending Event of Spoof

Text

In comprehending event of spoof text, the researcher found that the highest score was 12 and the lowest score was 4. The result of analyzing data gathered using test showed that mean and standard deviation were 8.45 and 1.96. There were 14 out of 37 students (37.83%) had no difficulties and 23 out of 37 students (62.17%) had difficulties in comprehending event of spoof text. It means that more than half of the students had difficulties in comprehending event of spoof text.

Students' Difficulties in

Comprehending Twist of Spoof

Text

Based on the result of data analysis in comprehending twist of spoof text the researcher found that that the highest score was 4, and the lowest score was 1. It also demonstrated that mean and standard deviation were 3.10 and 1.00 respectively. The students who had no difficulties was 18 out of 37 students (48.64%) and 19 out of 37 students (51.36%) had difficulties in comprehending twist of spoof text. The result indicated that more than half of the students had difficulties in comprehending twist of spoof text.

Discussions

Students' Difficulties in

Comprehending Spoof Text

As already discussed, the first finding of this study was that most students had difficulties in comprehending spoof text. It means that students had difficulties in identifying orientation, event and the twist. The result of data analysis showed that more than 60% students

had difficulties in understanding each component of generic structure of spoof text.

Students' Difficulties in Comprehending Orientation of Spoof Text

Another finding of this study was that most students (67.57%) had difficulties in comprehending orientation of spoof text. It means that they could not find characters included in the story, setting and when the story happened. For example there were thirteen students who could not answer the question the number 11. "*Why did the landowner stop his dinner?*". They answered with the "*The farmer's youngest son said that he's eating fried chicken*", while the correct answer for this question is "*The farmer's youngest son said that he's eating the dead chicken*". The other example, twelve students could not answer the question number 15. "*What did Dave do in his office?*". They answered with "*To go to New York*", the correct answer for this question is "*To buy some new*

furniture and moved in". In other words it is difficult for some students to comprehend orientation of spoof text. So, they need to increase their knowledge to comprehend the orientation of spoof text

Students' Difficulties in Comprehending Event of SpoofText

The next finding of this research was that most of the students (62.17%) had difficulties in comprehending event of spoof text. The finding indicated that many students could not differentiate parts of event. They consist of the major and minor event and they also could not identify what problems that happen in the story. For example there were four students could not answer the question number 13. "*who was surprised?*". They answered with "*The farmer's youngest son*", while the correct answer for this question is "*The landowner*". Thirteen students could not answer the question number 26. "*Why did his professor say impossible to Jacks father?*". They answered with "*Jack knew when the Napoleon died*", while the correct

answer is “*Jack did not know when Napoleon died*”. In other words it is difficult for some students to comprehend event of spoof text. So, they need to increase their knowledge to comprehend the events of spoof text.

Students’ Difficulties in Comprehending Twist of Spoof Text

The last finding of this study was that most students (51.36%) had difficulties in comprehending twist of spoof text. The finding of this research indicated that most students could not identify all aspects in twist of spoof text. They could not identify what the ending of the story whether the story has happy or sad ending. For example there were ten students could not answer the question number 9. “*What did Nasreddin say to the host when he offered him the food?*”. They answered with “*To give the food to another guest*”, while the correct answer for this question is “*To give the food to the coat*”. Ten students could not answer the question number 18. “*Why did the man from*

the telephone come to Dave office?”. They answered with “*To buy an expensive house*”, while the correct answer is “*To connect Dave’s telephone*”. In other words it is difficult for some students to comprehend twist of spoof text. So, they need to increase their knowledge to comprehend the twist of spoof text.

D. Conclusions and Suggestions

Conclusions

Having known the result of data analysis, the researcher concludes that the students had difficulties in comprehending spoof text. In more specific, the conclusions can be drawn as follows;

- (1) The first year students of SMAN 4 Pariaman had difficulties in comprehending orientation of spoof text. It was proved by the fact that 67.57% students had difficulties in comprehending spoof text.
- (2) The first year students of SMAN 4 Pariaman had difficulties in comprehending event of spoof text. It was

proved by the fact that 62.17% students had difficulties in comprehending spoof text.

- (3) The first year students of SMAN 4 Pariaman had difficulties in comprehending twist of spoof text. It was proved by the fact that 51.36% students had difficulties in comprehending spoof text.

Suggestions

Based on the conclusions above, the researcher proposed some suggestions as follows:

- (1) The teacher is expected to improve students skills in comprehending spoof text by giving more exercises to the students that can minimize their difficulties in comprehending orientation, event and twist of spoof text.
- (2) For the students, they are suggested to do more exercises about reading spoof text and all aspects about spoof text. Students are expected to learn more about orientation as a introduction of a

text, event that include problem of a text and twist as a finding or ending of spoof text.

- (3) Further researcher is suggested to do relevant research from different point of view and another kind of text.

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