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A STUDY ON THE ABILITY OF THE SECOND YEAR STUDENTS

OF SMA PGRI PEKANBARU IN COMPREHENDING SPOOF TEXTS

By

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ABSTRACT:

This descriptive research was aimed at knowing the ability of the second year students of SMA PGRI Pekanbaru in comprehending spoof texts. In other words, it is intended to investigate a variety of educational problems. This study consists of one variable. A set of test is given to get the students' scores. There are 20 items in the test, and the duration is 60 minutes in which the students needed to answer the questions. Before the test is given to the sample of the research, it has been tried out to class XI social 3 of SMA PGRI Pekanbaru to make sure that it is valid and reliable. The sample was selected by using cluster sampling. The result of this research showed that the ability of the second year students SMA PGRI Pekanbaru in comprehending spoof texts falls into *mediocre level*. The possible factor that affect the condition is faced difficulties in terms of determining specific information. Therefore, the students really need to focus on and pay more attention to terms of determining specific information without ignoring the other aspects of spoof texts.

Keyword: Spoof texts, Comprehending text, Reading

INTRODUCTION:

English is one of compulsory subjects in junior high schools and senior high schools. Teachers are expected to use English in the teaching and learning process.

Reading is one of the four language skills. The aim of teaching reading in senior high school level is to enable the students to read English texts effectively and efficienly. The students need to comprehend not only the structure of the sentence in the texts, but also the explicit and implicit meaning. Burnes (1986:45) states that reading is comprehending a written discourse. It is an interactive process, a process in which the reader engages in an exchange of ideas with an author via texts. It means that the readers' understanding of the text is a kind of exchanging ideas with the author.

Furthermore, the implementation of genre approach in School Based Curriculum is focused on getting the specific competencies such as discourse competence, actional competence, linguistic competence, socio-cultural competence and strategic competence. The genre approach emphasizes on the students' mastery in various genre of the target language both in oral and written language forms.

Since reading is about understanding the written texts, the students have to be familiar with the construction of the text types in order to get more comprehension of the text they read. Harmer (1998:200) states that knowing what kind of texts we are dealing with allows us to predict the form it may take at the texts, paragraphs and sentences. Therefore, students who have been familiar with the construction of genre or text types will understand what they read better.

Pang elizabeth, in their book *Teaching Reading* (2001:6) state that reading is about understanding written texts with complex activities involving both perception and thought. Reading consists of two related processes: word recognition refers to the process of perceiving how written symbols correspond to one's spoken language and comprehension is the process of making sense of words, sentences and conected texts.

A text has three features such as social function, generic structure and language feature to develop its content and build up the meaning. The students learn various types based on the syllabus given. Based on the syllabus taken from SMA PGRI Pekanbaru, the second year students of senior high school learn five kinds of text types. They are narrative, spoof, descriptive, analytical exposition and hortatory exposition. Because the genres are too general, so in this research the writer chooses spoof text because based on the writer's observation of Engllish class in SMA PGRI

Pekanbaru, it is taught to second year students. Spoof text has function a text which tells a factual story, happened in the past time with unpredictable and funny ending

METHODOLOGY

A descriptive research uses one variable. Gay (1987:189) explains that descriptive research involves collecting data in order to answer questions concerning the current status of the subjects of the study. In other words, it is useful to investigate a variety of educational problems.

The specific objective of this study is to find out whether or not the second year students of SMA PGRI Pekanbaru have good ability in comprehending Spoof texts.The location of this research is at the SMA PGRI Pekanbaru. It will be conducted in January 2012, in the academic year 2011/2012.The population of this research are the second year students of SMA PGRI Pekanbaru in academic year of 2011/2012 they are about 154 students spreading in four classes. The population is homogenous where the students have the same characteristics. It means that the students have the same materials and they are in the same class level (second year)

Sampling is the process of selecting the members of population for the study. Every member of population has an equal and independent chance being selected for the sample. The sample was selected by using cluster sampling technique Wiersma in Fetriani (2007) mentions that cluster sampling is a procedure of selection in which the unit of selection is called the cluster. Cluster sampling is useful in situation where the population members are nasturally grouped that can be used conveniently as clusters. Cluster sampling involves the ramdom selection of clusters from the larger population of clusters. All the population members of a selected cluster were included in the sample. To choose the class to be sample, the writer used lottrery technique. Each class were given a piece of paper and chosen by the chairman. There four pieces of paper, one of them wrote the "sample" word and the other was not. So for the class which gets the "sample" word paper was taken as sample. In this research, the sample is class XII social II.

The purpose of this research is to know the students' ability in comprehending spoof texts. A set of test is given to get their scores. This is a kind of objective test in which the students needed to answer the question. There are 20 items in the test, and the duration is 60 minutes.

To find out the students' range and classification , the writer use the table follows on next page :

Table 4. Range of Scores

NO	Range of Scores	Level of ability
1	81 – 100	Excellent
2	61 – 80	Good
3	41 – 60	Mediocre
4	21 – 40	Poor
5	0 – 20	Very poor

(Harris: 1982)

DISCUSSION OF THE FINDINGS

After collecting the data, the writer analyzed it to find out the ability of second year students of SMA PGRI Pekanbaru in Comprehending spoof texts. Before the test is given to the research respondents, it was already tried out to make sure that it is valid and reliable.

Based on the test results, the ability of the second year students of SMA PGRI Pekanbaru in comprehending spoof texts can be classified into four categories as presented on next page:

The Students' Score Classification

| No	Score	Frequency	Percentage (%)	Classification
1	81 – 100	4	10	**Excellent**
2	61 – 80	14	35	**Good**
3	41 – 60	13	32,50	**Mediocre**
4	21 – 40	9	22,50	**Poor**
Mean Score = 59,5				**Average ability Level :** *Mediocre*

Table 2 shows that from 40 students taking the test, 4 students (10 %) belong to *excellent* level, 14 students (35%) belong to *good* level, 13 students (32,5 %) belong to *mediocre* level, 9 students (22,5%) belong to *poor* level.

This table could also be interpreted as the chart below:

Graph

The Students' Ability Level
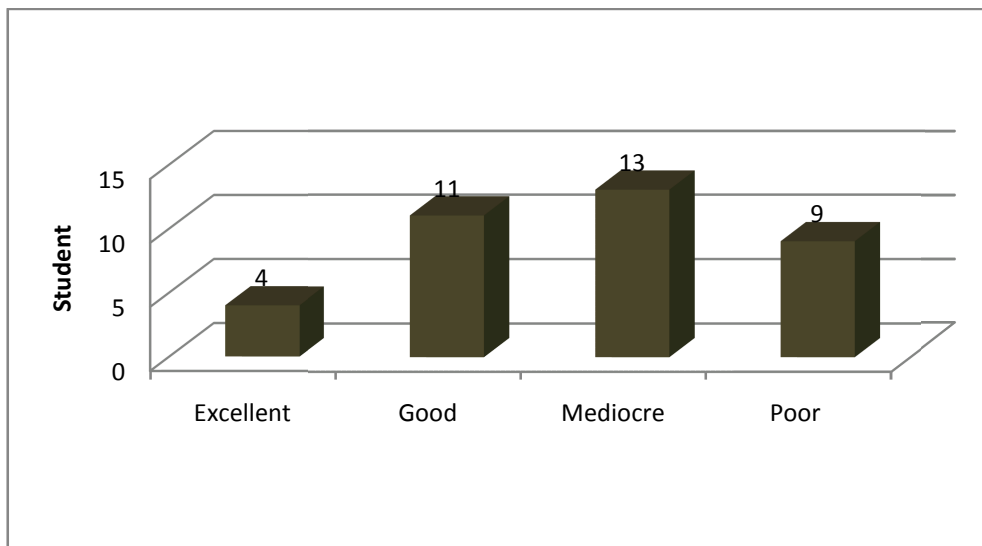
- **The Classification of the students' ability in comprehending spoof texts**

After finding the individual scores of the students in comprehending spoof texts, the writer also wanted to know the student's ability in comprehending spoof texts based on the classification of the questions as stated in the blue print of the instrument. It is a crucial indicator to know whether the students can comprehend the texts or not.

❖ **The Students' Ability in Terms of Determining Generic Structure**

Correct Answer	Students	Score	Total Score	Percentage	Level of Ability
4	7	100	700	17,50%	Excellent
3	17	75	1275	42,50%	Good
2	7	50	350	17,50%	Mediocre
1	7	25	175	17,50%	Poor
0	2	0	0	5,00%	Very poor
Total	**40**		**2500**		
Mean			**62.5**	**Good**	**Good**

Table above shows that from 40 students. 7 students (17,5 %) belong to *excellent level*. 17 students (42,50%) belong to *good level*. 7 students or (17,5 %) belong to the *mediocre* level. 7 students (17,50 %) belong to the *poor level*, and 2 students (5%) belong to the *very poor level.*

The mean scores of the students in terms of determining generic structure is 62,5.

❖ **The Students' Ability in Terms of Determining Specific Information**

Correct Answer	Students	Score	Total Score	Percentage	Level of Ability
4	6	100	600	15,00%	Excellent
3	9	75	675	22,50%	Good
2	17	50	850	42,40%	Mediocre
1	7	25	175	17,50%	poor
0	1	0	0	2,50%	Very poor
Total	**40**		**2250**		
Mean			**56.25**		**Mediocre**

Table above shows the students' ability in terms of determining specific information of spoof texts. 6 students (15,00 %) belong to *excellent* level. 9 students (22,50 %) belong to *good* level. 17 students (42,40 %) belong to the *mediocre* level. 7 students (17,50 %) belong to the *poor* level, and 1 student (2,50 %) belongs to the *very poor* level.

The mean scores of the students in terms of determining specific information is 56,25.

❖ **The Students' Ability in Terms of Determining Participants**

Correct Answer	Students	Score	Total Score	Percentage	Level of Ability
4	8	100	800	20,00%	Excellent
3	9	75	675	22,50%	Good
2	16	50	800	40,00%	Mediocre
1	6	25	150	15,00%	Poor
0	1	0	0	2,50%	Very Poor
Total	**40**		**2325**		
Mean			**58,12**		**Mediocre**

Table above shows the students' ability in terms of determining participants of spoof texts. 6 students (15 %) belong to *excellent* level. 9 students (22,50 %) belong to *good* level. 18 students (40,00) belong to the *mediocre* level. 6 students (15,00 %) belong to the *poor* level, and 1 student (2,50 %) belongs to the *very poor* level.

The mean score of the students in finding the participants is 58,12.

❖ **The Students' Ability in Terms of Determining Tenses**

Correct Answer	Students	Score	Total Answer	Percentage	Classification
4	7	100	700	17,50%	Excellent
3	16	75	1200	40,00%	Good
2	7	50	350	17,50%	Mediocre
1	8	25	200	20,00%	Poor
0	2	0	0	5,00%	Very Poor
Total	**40**		**2450**		
Mean			**61,25**		**Good**

Table above shows the students' ability in determining tenses of spoof texts. 7 students (17,50 %) belong to *excellent* level. 16 students or (40,00 %) belong to *good* level,.7 students (17,50 %) belong to the *mediocre* level. 8 students (20,00 %) belong to the *poor* level, and 2 students or (5,00 %) belong to the *very poor* level.

The mean score of the students in terms of determining tenses is 61,25.

❖ **The Students' Ability in Terms of determining the Location**

Correct Answer	Students	Score	Total Answer	Percentage	Level of Ability
4	5	100	500	12, 50%	Excellent
3	17	75	1275	42,50%	Good
2	6	50	300	15,00%	Mediocre
1	10	25	250	25,00%	Poor
0	2	0	0	5,00%	Very Poor
Total	**40**		**2325**		
Mean			**57,5**		**Good**

Table above shows the students' ability in terms of determining location of spoof texts. 5 students (12,50 %) belong to *excellent* level. 17 students or (42,50 %) belong to *good* level. 6 students (15,00 %) belong to the *mediocre* level. 10 students (25,00 %) belong to the *poor* level, and 2 students (5,00 %) belong to the *very poor* level.

. The mean score of the students in terms of determining location is 57.5.

CONCLUSIONS

From the result of the data, it can be concluded that the ability of the second year students of SMA PGRI Pekanbaru in comprehending spoof texts falls into *mediocre level*. It can be seen that the scores of the forty students are as follows ; 4 students (10%) belong to the *excellent level*, 14 students (35 %) belong to *good level*, 13 students (32.50%) belong to *mediocre level*, 9 students (22,5 %) belong to *poor level*.

The most difficult category in comprehending spoof texts the difficulty categoru is in terms of determining specific information and the easiest category is terms of determining generic structure. So, the students should focus and pay more attention in terms of determining specific information without ignoring the other aspects of spoof texts.

SUGGESTIONS

Based on the data that have been found in this research, there are some suggestions the writer hopes that this study gives valuable contribution to the students, the teacher and the readers in term of reading comprehension especially reading spoof texts which include five components of reading comprehension: generic structure, specific information, participant, tenses, and place. In other word, the students should keep on practicing reading in other to increase their reading skill and need to enjoy reading because they will be many advantages that can get. They can start their reading activity through reading spoof texts which can entertain them.

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