

CHAPTER IV

REPORT OF RESEARCH RESULT

A. General Description of The Research Location

1. Brief History of MAN 1 Martapura Banjar regency

The research has been done at MAN 1 Martapura Banjar regency. It is located at Jalan Ahmad Yani km. 15,200 Gambut district. This school was established in 1958. At beginning, from 1958 until 1969 the name of this school was Yayasan Pendidikan Sinar Harapan. In 1970, the name of this school was changed to be Pendidikan Guru Agama Negeri (PGAN) until 1977. On 16th March 1978, this school was changed become MAN Gambut by Director General based on decision number E.IV/PP.00.6/KEP/17.A/ 1978. Then, formally the name of school was changed become MAN 1 Martapura Gambut in 1966. The location of MAN 1 Martapura is strategic. The school is far from noisy highway which can disturb concentration of studying activities.

Generally, the physical condition of MAN 1 Martapura is good and construction is permanent. The location of building is described as follows:

- a. The North of the building borders on the inhabitant's houses.
- b. The South of the building borders on the inhabitant's houses.
- c. The East of the building borders on Jalan Ahmad Yani.
- d. The West of the building borders on Islamic Junior High School 2 Gambut.

2. The Headmaster Condition of MAN 1 Martapura Banjar Regency

MAN 1 Martapura has been led by some headmasters since it was established in 1958. To know more closely about the headmaster period condition, it can be seen in the appendix 7.

3. Description about teachers, Administration Staff, and Students of MAN 1 Martapura Banjar regency

MAN 1 Martapura has 13 classrooms from 371 students and 31 teachers, 6 administration staff, a security, librarian and a school guard.

a. Teachers

There are 31 teachers. Most of them which are 27 teachers are state employees and 4 teachers are part time employees. They were teaching different subject and have different educational background, and furthermore to know closely about the teacher's condition, it can be seen in the appendix 8.

From 31 teachers, there are three English teachers at MAN 1 Martapura. They can be seen in the appendix 9.

b. Students

In academic year 2010/2011, the total numbers of students who are administratively registered at MAN 1 Martapura Banjar regency are 366. There are 131 students of class X, 130 students of class XI, and 105 students of class XII. Detail information can be seen in appendix 9.

The class which is being observed in this research is eleventh grade of language program at MAN 1 Martapura. To be clearer it can be seen in this appendix 10.

c. Administrations staff

There is 6 administrations staff at MAN 1 Martapura. They can be seen in the appendix 11.

d. Facilities

School facilities which have been owned by MAN 1 Martapura in Academic Year 2010/2011 are complete enough. It can be seen in the appendix 11.

Besides that, MAN 1 Martapura has several modern teaching facilities like tape recorder, computer, VCD, and television. Sometimes teachers use them if these are needed and students use them in turn in a month every class.

B. Data Presentation

On this data presentation the writer describes about result of research on the field that collected by technique of data collection, they are test, observation, interview and documentary. Those data will be presented in table from which given category based on framework of research and then the table will be explained. They are were conducted from 01 March to 01 Mei 2011.

After doing observation at 21 of March and 28 March 2011 at the eleventh grade of language program in MAN 1 Martapura, test the student's level in

reading mastery by using spoof text at 4 April and 11 April 2011, and interview for the teacher Hj. Tumnah, SPd,I at 15 April and 18 April 2011, the researcher presents the data have been collected. Those related to the use of spoof text in reading mastery of the eleventh grade of Language program in MAN 1 Martapura and the students' level toward the material that given in the classroom by using spoof text.

1. Description About The Use of Spoof Text for Reading Mastery

Based on the observation to English teacher at MAN 1 Martapura, the writer observed the teacher twice in reading activity. Before teaching English in the class, the teacher prepared the lesson which states the learning objectives based on study (KTSP) and curriculum and uses the suitable English book. The teacher said that all materials for English teaching were taken from book "Look a Head 2" published by Erlangga and the other one is PR Bahasa Inggris by Intan Pariwara for student's handbook. In teaching learning procces, the English teacher used various strategies and steps using spoof text in reading activity. There are several steps in using spoof text by the teacher; Pre-reading activities, While-reading activities and Post-reading activities.

Based on the interview with English teacher, it is found the data that the teacher is graduated from Antasari state institute for Islamic studies (IAIN Antasari) Banjarmasin. Her experience in teaching is about six years. She uses one of eight methods in teaching English, it is Grammar Translation Method.

1. Pre-reading activities

Based on observation 21th and 28th March 2011 in the class, teacher begun with greeting, take the attendance, speak to students and give the instruction about topic and what they will learn that day and ask the students some question that related to the material.

2. While-reading activities

Delivering content of lesson materials is concept development and imoementation form of the activity. Based on the observation in the field, the writer know and find several steps that the teacher did.

Firstly, the teacher opened the class by greeting and cheeking their attendance by calling their names one by one. After that she asked the students some questions about the material and at that time they learned about kinds of text; narrative and spoof, she explained that text tell about funny story and then she explained about the spoof text, twist, and generic structure of the text.

Teacher gives examples of the spoof text, and ask the students read the text one by one. After that, she gives some question to students orally. It makes students must do skimming and scanning to answer the question quickly. Next, the teacher and the students translate the text to Indonesian language together.

The teacher give some other example of the text and then ask the students to analyze the text. After that she asked some students to read in front of the class. She give one text but it still not finish yet, she asked the

students to find generic structure in the text and analyze the regular and irregular verb in the text. After the students finished their work, they were asked to read their story in front of the class loudly.

3. Post-reading activities

Based on observation the writer saw the activities that done by teacher those are conclusion of the lesson, giving assignment likes to give test based on the lesson materials. In the end of the teaching learning proces, the teacher asked the students about what they have learned that day and give assignment for the students to tell the funny story by their performance in front of the class next meeting.

Based on observation class, the writer has known in teaching English on reading activity, reading technique is more used when it needed, especially when the material about texts, even it recount, spoof and others. The teacher uses grammar translation method in teaching and learning in the class. When teacher tell the story with her skill and performance in the class, the students seemed enthusiast, interested and pay attention to the teacher. But, there are some of students were sleepy when the teacher gives explanation about material. It makes the students didn't understand about material and they couldn't answer the question.

To know how does the teacher use of spoof text material in the class with their activities. It can be seen in the following table:

OBSERVATION SHEET

No	Teacher's Activities	First Meeting	Second Meeting	Total
Pre-Reading Activities				
1	Introducing new material by motivating the students	-	√	1
2	The teacher gives statement and questions related to the topic	√	√	2
While-Reading Activities				
3	Reading the text carefully with stress pronunciation and right intonation.	√	√	2
4	Asking the students to read the text with drill	√	√	1
5	Translate the difficult words with the students together	√	√	2
6	Ask students to answer some question	√	√	2
Post-Reading Activities				
7	Ask students to make conclusion from the text	√	√	2
8	Ask students to tell about the text	-	-	0

The next part is calculating the data above by using formula:

$$\frac{\text{Total each item}}{16} \times 100 = P$$

$$\frac{12}{16} \times 100 = 75$$

Based on the result of the data above, she uses categorize the result of the observation sheet into as follows:

80 - 100 : Excellent

70 -< 80 : Good

60 -< 70 : Fair

50 -<60 : Poor

0 -<50 : Very poor

The data above indicates The uses of spoof text material by the teacher in reading mastery for the eleventh grade of language program students at MAN 1 Martapura is classified in good category.

2. Description About The Students' Level in Reading Mastery By Using Spoof Text.

Previously, before conducting the test, the writer gives the test to eleventh grade students of science program to make item analysis. From the item analysis the writes knows where the question should be revised and the question shouldn't be revised. Item analysis is the systematic evaluation of the effectiveness of the individual items on a test. It can be seen from the appendix.

This part deals with the result of the study based on some fact of the students' level in reading mastery by using spoof text. To know the result, researcher use written test that include multiple choice and true-false. The performance of the result of sample researcher can be seen in the following table:

Table 4.7 The result of students' written test in reading mastery by using spoof text

No	Name	Multiple choice	True-False	Total Score
1	A	54	40	94
2	B	32	40	72
3	C	48	40	88
4	D	34	36	70
5	E	40	24	64
6	F	48	36	84
7	G	44	40	84
8	H	42	32	74
9	I	34	20	54
10	J	30	36	66
11	K	40	32	72
12	L	46	36	82
13	M	36	20	56
14	N	44	40	84
15	O	34	28	72
16	P	46	40	86
17	Q	52	40	92
18	R	38	32	70
19	S	36	32	68
20	T	50	40	90
21	U	42	32	74
22	V	20	32	52
23	W	40	24	64
24	X	46	32	82
25	Y	50	36	86
26	Z	32	32	64

27	A	32	40	72
28	B	40	24	64
29	C	46	32	82
30	D	32	40	54
	Total	1208	1008	2216

Notes:

High: The highest score: 94

Low: The lowest score: 52

Then, the test of mean of score is gotten by the students as shown on the table 4.7 above are:

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

$$M = \frac{2216}{30}$$

$$M = 73,86$$

Note:

M = Mean score

$\sum X$ = Accumulative score

N = Number of respondents

From the table above, then the writer will show the students' performance in the test based on each types of test as follows:

- a. Students' level using spoof text in reading mastery by using multiple choice

As shown in table 4. 7 (in multiple choice columns) above, it is found out that the highest score is 94 and the lowest score is 52. Every right answer will be scored 2. The whole gotten score is 2416 from 30 students (respondents), so from the result can be known that the mean (the average score) is 80,53.

$$2516613121208 \times 2 = 2416$$

$$\text{Mean} = \frac{\text{Total score(Multiple choice)}}{\text{Total respondent}} = \frac{2416}{30} = 80,53$$

b. Students' level using spoof text in reading mastery by using true-false test.

As shown in table 4.7 (in true false test column) above, it is found out that the highest score is 40 and the lowest score is 20. Every right answer will be scored 4. The whole gotten score is 4032 from 30 students (respondents), so from the result can be known that the mean (the average score) is 67, 2.

$$1008 \times 2 = 4032$$

$$\text{Mean} = \frac{\text{Total score(true-false)}}{\text{Total respondent}} = \frac{2016}{30} = 67, 2$$

Based on the table above, it is identified that the highest score of the test result is 94 and the lowest one is 54. The accumulative score are 2216. Mean of the score is 2216 divided by 30, that is 73,86.

Based on the data above, the writer conclude that the students whose get high score more of question section A than question section B, it is because the students consider that question section B. The question A just choice the right answer by using multiple choice.

According to the result, the category of students' level in spoof text is in good category, for more clear information category showed in the following table:

Table 4.8. The Frequency Distribution of The Test Result on The Students' Level in Spoof Text

No	Score	Frequency	Percentage	Category
1.	80-100	12	40%	Excellent
2.	70-<80	8	26.7%	Good
3.	60-<70	6	20%	Fair
4.	50-<60	4	13.3%	Poor
5.	0-<50	-	-	Very Poor
Total		30	100%	

From the table above we can see that there are 12 students by percentage 40% whose score are around 80-100 that classified in excellent category. There are 8 students by percentage 26.7% whose score around 70-<80 and they are classified in good category. There are 6 students by percentage 20% whose score are around 60-<70 and they are classified in fair category. There are 4 students by percentage 13.3% and they are classified in poor category. Meanwhile, there are no students whose score around 0-<50 and they are classified in very poor category.

The data show that level of students in using spoof text in reading mastery of the eleventh grade of language program at MAN 1 Martapura banjar regency in academic year 2010/2011 is classified in good category with the mean score 73, 86. It can be seen that there are 8 students by percentage 26.7% in this category.

C. Data Analysis

After all the data are presented in data presentation, they are also needed to analyze. It is done to know the use of spoof text in reading mastery and the students' level toward the material that given in the classroom by using the spoof text at that school. For further description, it is known from the analysis below:

1. The Use of Spoof Text for Reading Mastery

The use of reading text for reading mastery in senior high school is very important. In teaching reading, Senior High School students need more stimuli about many kinds of text that they never know before. At MAN 1 Martapura.

The English teacher in second grade of MAN 1 Martapura teaches reading use spoof text is good. It is known from the result of observation sheet and the plan of the teacher before to teach. She always plans the material clearly and using some of technique in teaching. She explains kinds of text especially text about funny story. She explain that there are two kinds funny story in kinds of text, they are anecdote and spoof and she always explain about the differences of this text to her students. Besides that, she also explains about generic structure of the text.

From the reading text of teaching and learning English at the eleventh grade of MAN 1 Martapura, the researcher can say that the use of reading text especially spoof text in teaching and learning English at the eleventh grade of MAN 1 Martapura is good. It will be better if the teacher provides many funny texts to the teaching and learning topic, in

order to be more attractive and students will be more interested in learning English.

2. Level of The Students' Mastery in Reading

After the writing test have been done, the student's level in using spoof text fort reading mastery of the eleventh grade students of language program at MAN 1 Martapura academic year 2010/2011, can be known from two types of questions that consist of 50 item questions. The students have got the total score of written test result is 2216 from 30 respondents found out the mean 73, 86.

The writer analyzes all the obtained data that have been presented earlier in this research. The presented data of the result on the table 4. 7 about the student's level using spoof text for reading mastery of the eleventh grade students of language program at MAN 1 Martapura academic year 2010/2011 show that there are 12 students (40%) include excellent category. There are 8 students (26.7%) include in good category. There are 6 students (20%) included in fair category. There are 4 students (13.3%) include in poor category. And the last there is no students that get very poor category.

Based on analysis above, the writer will analyses the data based on the form of the test:

a. Multiple choice

To answer these questions, students should comprehend the contents of a reading text and try to guess the correct answer for these

questions. The writer analyzed the students could get the answer of the right spoof text. There are many distractions, but they are not difficult to differentiate one to another and they could get the right answer.

b. True-false test

To answer these questions, students should search true or false statements that consist with the text. Students must be read the text in scanning and skimming. The writer analyzed there are almost all of students could get the answer, they are not confused about statement in the text.

So, from the data analyze above, it can be conclude the use of spoof text for reading mastery in eleventh grade students of language program at MAN 1 Martapura academic year 2010/2011 is classified in the high category.