

CHAPTER 1

INTRODUCTION

A. Background of Study

Language is universal, all human being in community understand and speak well enough to carry out every activity of human life. By using language, someone can communicate with others easily.

English is a language in the world that is used by most people for the past few years, it has rapidly develop as an international language. English as an international language has to be mastered if a human wants to build a good communication with people internationally. Nowadays, Basic English is also thought in some kindergarten in Indonesia.

English program has four skills to develop: those are listening, speaking, writing and reading. (Finnochiaro, 1974, p.25). Reading is a process of understanding speech written down. It is a result of the interaction between the perception of graphic symbol that represent language and the reader`s language skill; cognitive skill, and knowledge of the word. It means the students` who mastering in reading they can understand and gain information from the text. The students can be easy to enrich their ability in reading. (Ziegler, 2005, p.57)

Reading skill is very important and necessary in transformation of knowledge and technology. In reading skill, students have not to memorize vocabulary and English sentences according to intonation, but also can understand text that they read.

Harmer (1991, p. 86) states reading are an exercise which is dominated by eyes and brain. The eyes receive message and the brain has to work out the significance of these message. In this case, the readers not only read the text but also understand the meaning of written text being read.

In the Holly Qur`an, Allah said that reading is an important skill.

إقرأ باسم ربك الذي خلق (1) خلق الإنسان من علق (2) إقرأ وربك الأكرم (3) الذي علم بالقلم (4) علم الإنسان مالم يعلم (5)

The meaning of reading in above verse comprises deep meaning. The word إقرأ has the meaning “please read”. The verses contain of a signal of the urgency of reading.

In learning reading, students have to realize that the aim of learning this skill is to enable them to comprehend reading text and get ideas from the text. They are also expected to read the text effectively and efficiently, they should understand each paragraph in text and correlate an idea from one paragraph to other paragraphs. In Senior High School level, the purpose of reading is to make them able to of the text. But sometimes they still cannot analyze text well, because they do not understand what the text means. This is the reason why they cannot answer the given question of the texts.

Based on *Kurikulum Tingkat Satuan Pendidikan (KTSP) (2006)*, at MAN 2 Martapura, students are expected to be able to comprehend 13 genres of English texts. They are recount, report, discussion, explanation, analytical exposition, hortatory exposition, spoof, news item, anecdote, narrative, procedure, description, and review. Every text has different contextual factors or subject matters (field),

textual features (generic structure) and grammatical features. They must be able to recognize and distinguish those text types such as the social function; a vaguely specified social event in the texts, the students also must be able to apply reading strategies when they comprehend those kinds of text types.

In comprehending the text, the students have to know about the types of the text. The case of spoof text, for example, the students' ability in understanding spoof text might be influenced by their understanding to the preceding material. It also possible influences the following that they learn. The students' ability and experience in reading are not the same. Some students may understand it easily. Other students may find the difficulties in understanding spoof text. The possible problems might be in terms of language feature and generic structure. They have problems in terms to the language features that are used in the text such as focusing on people, animals or certain thing, Using action verb, Using adverb of time and place, Told in chronological order, Use of past tense. They also have problems in terms of the generic structures that are Orientation, Events, the writer tell what happened, and Twist.

To build their confidence students need to use interesting media such as interesting books that is filled by kinds of text and one kind of the text is spoof text. Sometimes students feel bored to read long texts. From all kinds of text, spoof text is one of the texts that are very popular because the text is short and does not require a long time to finish reading the text. Spoof text is one of the texts that are used for reading mastery. Spoof text is a text that makes laugh. Using spoof text as a tool for

teaching reading can be very interesting for the students. By using spoof text student will be more interested in reading mastery.

Teacher can explain the lesson clearly and funny and it also can make student actively in the class. Interestingly, spoof text is lighter and more entertaining. Entertaining value in the spoof text summarized in an unexpected paragraph, usually located at the end of the text, in the form of an anomalous language is never heard by a listener or may be just a simple joke on matters sticking around the readers.

At least the students who always scowl when learning English can be remedied. Therefore, in this research the writer wants to examine how the process of teaching and learning English, especially for reading skill, if spoof text used for fun reading mastery. By using spoof text the students are expected to be enthusiastic about learning English.

The writer chooses MAN 2 Martapura as the research location. Based on the first observation, the writer asks the English teacher about spoof text for second grade students. The English teacher said that the spoof texts have been programmed for second grade students. The writer is interested to research the second grade students of language program. The writer found the second grade students of language program in MAN 2 Martapura are not really know about spoof text.

Based on the explanation above, the writer is interested in doing a research to find out the ability of the second grade students of language program in reading mastery about spoof text. The research title is "TEACHING AND LEARNING SPOOF TEXTS FOR READING MASTERY AT THE SECOND GRADE

STUDENTS OF LANGUAGE PROGRAM AT MAN 2 MARTAPURA
ACADEMIC YEAR 2014/2015.”

B. Problem Statement

Based on the title, the research questions are determined as follows:

1. How is the teacher`s strategy in using spoof texts for teaching at the second grade students of language program?
2. How is the students` mastery in reading spoof texts?

C. Objective of Study

The purposes of this research are:

1. To know the teacher`s strategy in using spoof texts for reading mastery
2. To know the students` mastery in reading spoof texts

D. The Significance of The Research

The results of this research are:

1. This research will be useful for teaching and learning process in order to know students` mastery when they do reading spoof texts
2. It will enrich the writer knowledge and help to get experience in doing the research

3. to know how important the use of spoof texts for reading mastery in teaching and learning process

E. Definition of Key Terms

1. Reading is a complex cognitive process of decoding symbol for the intention of reading comprehension.
2. Mastery is great skill, or knowledge. (Hornby, 1995, p.195). The mastery that discussed here is the understanding to use knowledge or skill.
3. Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. (William, 2009, p.81) its social function is to entertain and share the story.