

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Theoretical Framework

A theoretical framework defines a term in an academic discipline, functioning as thesis to see a phenomenon in a certain way. A theoretical definition is a proposed way of thinking about potentially related events. The term functions to achieve the object of the study. It is important to explained following terms for the aim of the research.

2.1.1 Definition of Reading

In learning English , there are four skills that the students' must master in learning. The four skills are: speaking, listening, reading and writing. Reading is one of the four basic skills in learning English. Reading is something that students' really need in learning, because through reading a person will become richer in his/her knowledge.

As stated by Nation “Reading is a source of learning and a source of enjoyment”. Reading is the main reason why students' learn language. Without reading, the learners never know about anything. This is support by Smith who states that reading is a thought-full activity. According to Spratt, Pulverness and Williams (2003:21) say that, in very simple, reading involves making sense of texts. According to Heilman, Blair, Rupley (1981:3), reading is interacting with language that has been coded into print. The product of interacting with printed language should be comprehension.

Talking about reading, Brewster, Ellis, and Girard (2002:113) state that students are often introduced to and learn new vocabulary or grammar through reading short texts in the form of dialogues, descriptions, instructions or short stories, often lavishly illustrated to support the students' understanding. They may learn how to learn through that reading. Much of the advice given in the section on teaching listening also applies in the teaching reading.

In summary, reading is an activity of receiving information through some stages of the thinking process such as interpreting and understanding written texts in order to achieve a certain purpose. Because it is the process of receiving information, reading is considered as a receptive skill. The receptive skill in reading is an active process ongoing process that is affected directly by individual's interaction with the text. The end result of reading is comprehension of what has been read.

2.1.2 Types of Reading

Types of reading in Eka Oktaviani (2016) according to Patel and Pravin M. Jain (2008: 117 - 123):

1. Intensive Reading

Intensive Reading is intensive reading related to further language learning under the guidance of the teacher. Intensive reading will provide a basis for explaining difficult structures and for broadening knowledge of vocabulary and idioms. Intensive reading material will be the basis for class activities. These will

not only be read but will be covered in detail in the target language, sometimes analyzed and used as a basis for writing practice. Reading intensive is reading text or reading sections. In this reading the student reads the text to gain knowledge or analysis. The purpose of this reading is to read a short text, this is to get specific information. There are a few characteristics of intensive reading:

- a. Intensive reading helps the learner to develop active vocabulary.
- b. Teacher plays the main role in this intensive reading.
- c. Linguistics items are developed.
- d. Intensive reading aims at the active use of language.
- e. Intensive reading is reading aloud.
- f. Intensive reading speech habit is emphasized and accent, stress, intonation, and rhythm can be corrected.

2. Extensive Reading

Extensive reading is used to gain a general understanding of a subject and includes reading longer texts for fun. This reader wants to know something. Readers do not care about special or important information after reading. Usually people read to keep them updated.

The purpose of extensive reading is to practice students to read directly and fluently in the target language for enjoyment, without aid from the teacher. There are several characteristics of extensive reading:

- a. Extensive reading helps the learner to develop active vocabulary.
- b. Extensive reading is silent reading.
- c. In Extensive reading, the subject matter is emphasized.

- d. In extensive reading, the learners play the main role because they have to ask for measures.
- e. In extensive reading, the idea can be developed.
- f. Extensive reading aims to enrich learners' knowledge.

3. Reading Aloud

Reading aloud is a basic form of class organization and disciplines. In reading aloud, students are faced with written sentences that have never been spoken before. The goal of reading aloud is students' better speaking and pronunciation skills.

Reading aloud means reading a book by producing sounds that other people can hear. Reading aloud by the teacher can help students improve their listening skills. Reading aloud is useful only at times. Reading aloud prevents the student from learning to understand the meaning of a sentence even when he or she may not see a single word in the sentence. Some disadvantages of reading aloud:

- a. The teacher cannot provide sufficient opportunities for all students if the class over the crew.
- b. If enough training of reading aloud is not given at the primary level, it will be difficult to read aloud at the secondary stage.
- c. Only intelligent students learn to read aloud very well because they get a chance frequently while average students hardly get the chanced of reading. So they become passive learners.
- d. Reading aloud is time-consuming because all students cannot read at a time so managing the classroom becomes impossible.

4. Silent Reading

Silent Reading is a very important skill in the English language. This reading should be used to improve reading skills among students. Silent reading is done to get a lot of information. Silent reading must be based on the text the student chooses. Silent reading allows students to read silently without making a sound and moving their lips. It helps students read quickly, easily and smoothly. This helps students understand and expand vocabulary. Some advantages of silent reading are:

- a. Silent reading makes students very active and accurate.
- b. Silent reading focuses the attention of learners toward the subject matter and they learn naturally.
- c. All students participate together in this activity at a time.
- d. Silent reading can be used to practice the skill of reading fast.
- e. Silent reading plays the main role to increase the knowledge of students.

2.1.3 Purpose of Reading

In Vera Maulidar (2018) according to Tarigan (2013: 9) the main purpose of reading is to seek and obtain information, include content, and understand the meaning of reading. Here are some important things in reading.

- a. Reading to discover or discover discoveries that a character has made: what has happened to a special person or to solve problems is called reading for details or facts.

- b. Reads to find out why this is a good and interesting topic, the problems in the story, what the characters learned or experienced, and summarizes what the characters did to achieve their goals. Reading like this is called reading to get main ideas (reading for main ideas).
- c. Read to find or know what happened in each part of the story, what happened first, second, and third and so on, each stage was made to solve a problem, the scenes and events were dramatized. This is called reading to find out the business or structure, the organization of the story (reading for sequence or organization).
- d. Read to discover and find out why characters feel the way they do, what the author intends to show readers, why characters change, the qualities the characters have that make them succeed or fail. This is called reading for inference, reading for inference.
- e. Read on to discover and find out anything unusual, unnatural about a character, what's funny in the story, or whether the story is true or not. This is called reading to classify, reading to classify (reading to classify).

2.2 Reading Comprehension

2.2.1 Definition of Reading Comprehension

Reading comprehension is one of the basic components for someone to have understanding and knowledge, by reading someone will be richer in knowledge. The following is the understanding of reading comprehension according to experts:

In Siti Aisah Putri (2016) according to Somadayo (2011) states that reading comprehension is a process of obtaining meaning that actively involves the knowledge and experience that the reader has and is linked to the content of the reading.

In Devi Afriyuni (2019) according to Fanany (2012) states that reading comprehension is emphasizing the skills to understand and master the content of the reading. It can be understood that reading comprehension is a process of obtaining meaning that involves experience and knowledge by mastering the content of the reading in detail about the reading.

In Ika Nur Aini (2015) according to Van den Broek & Espin (2012) said that understanding does not only depend on the characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, vocabulary, sensitivity to text structures, conclusions and motivation.

2.2.2 The Aspects of Reading Comprehension

A reader must notice some parts in a text to comprehend the meaning of a text. Swanson & Keogh (2012:278) state that one important component of a truly diagnostic test of reading comprehension should be a mean of assessing the language processing skill that are the basis for understanding what one read. Reading Comprehension can be assessed at different levels of the word, the sentence, the paragraph, and so on. Guffey and Loewy (2014:174) state that a paragraph is a group of sentence about one idea. Well-constructed paragraphs discuss only one topic. A topic sentence reveals the primary idea in a paragraph

and usually, but not always, appears first. Smith (2015:13) stated that paragraphs are divided into three parts:

1. The topic sentence tells the reader what the rest of the paragraph will be about.
2. Supporting sentences do just support. If the topic sentence is the main idea, then the supporting sentence should provide the necessary information (images, data analysis) to back up the statement.
3. The concluding sentence is kind of like the reverse of the topic sentence. Instead of beginning a topic for discussion, this is meant to conclude the main idea of the paragraph. Not every paragraph needs a concluding sentence, but if the paragraph is long or has lots of information, a concluding sentence can be very useful.

Gonzalez (2009:173) states that seven-reading comprehension strategies that successful readers of all ages should use to construct meaning based on text, including the following:

1. Activate prior knowledge: Readers should use what is known about the organization and content of a text and make mental connections between new information and existing knowledge.
2. Monitor comprehension: Readers need to adjust speed and strategies to increase their understanding of different kinds of text.
3. Repair comprehension: readers recognize when meaning is lost and use fix-up strategies, such as skipping ahead, to move reading back on track.
4. Determine important ideas: readers can make predictions and identify important ideas before, during, and after reading the text.

5. Synthesize: readers summarize information to check their comprehension.
6. Draw inferences: readers combine prior knowledge with text information to make inferences, predictions, and draw new ideas about a text, and.

2.2.3 Teaching of Reading Comprehension

In teaching reading comprehension, a teacher needs to present the way in conveying the text. Gear (2006:10) states that reading is both the code and the meaning behind that code: teaching reading is both teaching the code and teaching students how to make the text meaningful for them. They state that reading demands a two-pronged attack. It involves cracking the alphabetic code to determine the words and thinking about those words to construct the meaning. Teacher must be able to build students' conscious in teaching reading. Gear (2006:10) states that there are four strategies that we will focus on to help students comprehend nonfiction or informational texts:

1. Zoom-in: active readers recognize, locate, and are able to interpret nonfiction text features.
2. Question/infer: active readers ask questions and make inferences to further their understanding of nonfiction texts.
3. Determine importance: active readers are able to find the main ideas in nonfiction texts, and
4. Transform (or synthesize): active readers are able to recognize a change of their own thinking, perception, or perspective through reading a piece of nonfiction text.

2.3 Spoof Text

2.3.1 Definition of Spoof Text

Spoof text is text that tells a factual story with a funny story. The function of the spoof text is to tell an event with a touch of humor and entertain the reader. The purpose of spoof text is to tell an event with a funny twist and entertain the reader in spoof text. In Yesi Uyun (2019) according to Wahidi (2009: 6) Spoof text is a text that tells a factual story that happened in the past with an unexpected and funny ending. Its function is to entertain and share stories. The purpose of spoof text is to tell events with a humorous twist. In addition, the story provides a moral message for readers to share with others. In conclusion, spoof texts are humorous texts with uncertainty and use to entertain the reader.

The following is an example of a Spoof text along with the generic structure, namely:

Falling Into a Well

There was a man. When he was walking, he fell into a well.

Many people saw the incident so they came to save him.

Unfortunately no one could enter the well to bring him out.

Later, a smart man came up with a bright idea to throw the man a strong rope to try to pull him out the well.

When the rope reached and hit the man's head he shouted angrily:

“Don't bother me! Pick your own well, I am bathing.”

Figure 2.3.1. The example of a spoof text

The Generic of the Spoof text above is:

Orientation : A man as main character and the people as supporting one.

Events : People saw the incident. A man has bright idea. He throws a rope into the well. The rope hits man's head.

Twist : "I'm bathing" of the man's answer is really twisting.

2.3.2 Generic Structure of Spoof Text

Spoof Text has a generic structure consisting of orientation, events, twist.

In Yesi Uyun (2019) according to Gerot and Wignell (1994) stated that spoof text has three generic structures of spoof text are orientation, events, twist:

1. Orientation

Orientation is an introduction to the story by providing orientation, the reader will recognize, for the first time, who is involved in the story / participant, when / time, and where / place. It should introduce participants to the event that took place, indicate the place where the event took place and clearly identify the event.

2. Events

This spoof structure tells what happened in chronological order in what order. Personal comments or evaluation comments, which are interspersed throughout the recording events. Events must be written in complete sentences. The program should be confirmative and entertaining for the reader. Events should be added with details that are irrelevant to the topic of the text.

3. Twist

Twist provides the funniest part of the story with unexpected and funny endings to entertain readers. Readers don't even predict before hand.

2.4 Previous Studies

Based on the research title, the researcher must look for research related to that title. Previous research related to this title is:

1. Andi Asrifan (2021) conducted a research entitled “The Cooperative Integrated Reading And Composition (CIRC) Strategy In Teaching Reading Comprehension Teaching Comprehension”. This research applied reading test to know the students, reading comprehension through cooperative integrated reading and composition strategy. The researcher found that by using cooperative integrated reading and composition in teaching reading comprehension, it could improve the reading comprehend of the eighth grade students of SMP Negeri 2 Baranti.
2. Dira Permana (2019) conducted a research entitled “Note-Taking Pairs Strategy Towards Students’ Critical Thinking Ability In Reading Comprehension”. The instruments used in collecting data were reading test in the form of multiple choice and observation sheets of critical thinking skills. The finding data were subsequently analyzed by using SPSS 18. The t-test results showed that the t- test value (1.754) was higher than the t-table (1.671) at the significance level 0.05. Therefore, based on these results, it can be concluded that there is a positive effect from the use of the Note-Taking Pairs strategy on the students' critical thinking skill in

reading comprehension at the eleventh grade students of SMAN 2 Narmada.

3. Hasanul Bishry (2018) conducted a research entitled “The Corration Between Vocabulary Mastery And Reading Comprehension”. This study used a sampling census where all students of the Banking and Accounting Financial department were sampled. The data collection technique used a test instrument. Tests are given to students to measure vocabulary and reading skills. Analysis of this study used the SPSS program. The results of this study are: Students’ Vocabulary Mastery is very good and the student’s reading ability is in the good category. But the results of the analyses show there is no correlation between vocabulary mastery and reading skills. From these results it can be concluded that there are other factors that influence students' reading ability.
4. Lamhot and Yosua (2018) conducted a study entitled “Improving Student Reading Comprehension by Using Spooof Text”. The writer uses spooof text to identify the students' improvement in reading comprehension. The subjects of this study were 36 students of class VIII SMPN 5 Sibolga. The results showed that the use of the spooof text story method can improve students' reading comprehension. The average score of students in the second cycle showed 78.88 which was higher than that in the first cycle of 64.58 and 48.88 in the pre-test.
5. Priyanti, Padmadewi, and Saputra (2017), in their research they found a result that there is a significant effect of PQRST method on reading

achievement in seventh grade students at SMPN 3 Sawan. The difference between Priyanti, Padmadewi, & Saputra study and the researcher study is on the type of the research. Priyanti, Padmadewi, & Saputra use experimental research, but the researcher use Classroom Action Research.

6. Siti Fatimah Zahroh (2019) conducted a research entitled “Improving Students’ Reading Comprehension Through Make a Match Technique In Descriptive Text In The First Semester At Eight Grade SMP N 1 Sendangagung”. The result shows that the implementation of the make a match technique in this study is successful to improve the students’ reading comprehension. For reading the standard goal is 72. Therefore, the researcher determine that if 80% of students got score 72 it assume that using make a match technique in teaching learning improved students’ reading comprehension. Looking at the scores, it was found that the students’ reading comprehension is improved from 26% of students passed in first cycle to 83% of students passed in second cycle. It means that make a match technique is good technique in teaching learning process especially in teaching reading.
7. Siti Hardiah Nengsi(2019) conducted a study entitled “Improving Students’ Skill On Writing Narrative Text By Using Spoof Text Technique”. The researcher used formula and scoring writing test consists of content, organization, vocabulary, grammar and mechanic of technique of data analysis. The result showed that the mean score of posttest in experimental group was higher than the mean score of posttest

(79.05>58.75). While the mean score of posttest in control group was 66.75 and the mean score of pretest was 58.75. The result of statistical analysis the experimental group for level of significance 0.05 with degree of freedom.

8. Surni, Syamsiarna and Nurdevi (2018) conducted a study entitled “Improving Student Achievement and Motivation towards Reading Comprehension Using Spoof Text for Class XI TKJ”. In this study, researchers used spoof texts to determine student achievement and motivation in understanding reading. This is evidenced by the mean score of students where the post-test results (7.41) are more pre-test (5.55). In addition, the dominant score of students' motivation in reading comprehension in the reading competition was an average score of 65.25.
9. Tri Apriliyani Saputri (2019) conducted a study entitled “Improving Students' Reading Comprehension for the Second Grade Students of SMA Muhammadiyah Salatiga in the Academic Year 2019/2020)”. The researcher that used PQRST strategy is successful to improve students' reading comprehension in the second-grade students of SMA Muhammadiyah Salatiga in the academic year of 2019/2020.
10. Winda Julianti (2017) conducted a study entitled “Analyzing The Students' Grammatical Error In Spoof Text Writing”. Based on the result of data analysis data, the writer concluded that there were types of errors made by students in using spoof text based on surface strategy taxonomy. They are in the form of: omission, addition, misformation and

misordering. Then the total number of errors committed by 27 students are 80 items.

Related to the research, above the researcher considered that the research entitled “Improving Students' Reading Comprehension by Using Spoof Text” at the eighth grade students of SMP Swasta Al-Washliyah 30 Medan has not been research before. Spoof Text can provide benefits and success in the teaching and learning process to improve students' reading comprehension. This gives the results of this study as successful as previous studies.

2.5 Conceptual Framework

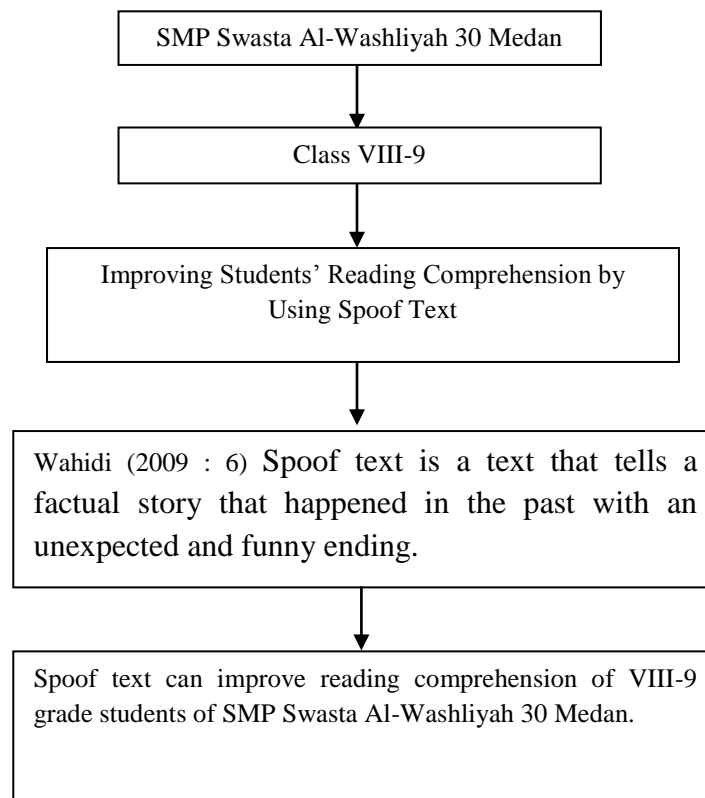


Figure 2.5 Conceptual Framework Of Improving Students Reading Comprehension By Using Spoof Text (Hutabarat Putri Mega, 2021)

The diagram above explained the procedure of conducting the research. There are many problems in the teaching and learning process of English at SMP Swasta Al-Washliyah 30 Medan, especially in grade VIII-9. This can be seen from the observations made during the study. One of the feasible problems is the low reading comprehension ability of students. Students are expected to be able to communicate with texts because they are expected to gain knowledge and understand information from spoof text. There are many ways that can be presented in learning to read, one way is to use spoof text. The researcher use the Classroom Action Research method with spoof text learning media to improve reading comprehension. Students will love reading when they can enjoy it. Spoof text as a way to help students improve their reading comprehension skills. Spoof text is a funny story that makes students interested in reading. If the application of this technique goes well, students will get new ideas from and can make final conclusions from the stories they have read.