

## CHAPTER II

### LITERATURE REVIEW

#### A. Review of Literature

This chapter focuses on giving a theoretical foundation for the study. It aims at giving direction to what extent the study is conducted. This research concern on improving students' ability in reading through spoof texts.

#### A.1. Ability

##### A.1.1. Definition of Ability

According to Martin H Manser, Ability is a power, and Allyn and Bacon say that Ability is potential capacity or power to do something physical or mental or special nature power to do something well. Generally, Ability can be defined as the capacity of power (to do something Physical or mental) or special natural to do something well. The word Ability is many of synonyms, they are capacity, talent, skill, competence, and intelligence. Intelligence is the ability in undertaking activities that are difficult, complex and abstract and which are adaptive to a goal and are done quickly and which have social value and which lead to the creation of something new and different.<sup>1</sup>

Because ability is part of intellectual and physical activities the teacher has an important role to develop the students' behavior. The ultimate objective of a physical educator is to develop behavior that will manifest itself through active participation in various types of physical activity. Ability is the quality of state of being able competence in doing (skill) or natural attitude proficiency. Ability is skill or power.<sup>2</sup> Every human has the ability to develop it they shall do it something. So the

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<sup>1</sup> S.K Mangal, *Advanced Educational Psychology*. (New Delhi: Mangal, 2002), p. 280

<sup>2</sup> Oxford university Press, *Oxford Learner Pocket Dictionary*, (New York: Oxford University Press, 2015), p. 1

conclusion is that ability is a thing done successfully in reaching a particular goal, statues by effort skill, courage, and etc. It must be owned by three aspects of ability, namely cognitive, effective, and psychomotor aspects. There are aspects based on the taxonomy of Bloom that influences the students' perception of material taught namely affective, cognitive and psychomotor. Affective is changing someone less to do something. Cognitive concerns. Cognitive concerns on students' knowledge, comprehension and critical thinking to the topic. Psychomotor focuses on the changing development on the students' skill.

According to Business Dictionary ability is an acquired or natural capacity or talent that enables an individual to perform a particular job or task successfully. See also aptitude. Ability may refer to:<sup>3</sup>

1. Aptitude, a component of a competency to do a certain kind of work at a certain level.
2. Intelligence, logic, abstract thought, understanding, self-awareness, communication, learning, having emotional.
3. Knowledge, retaining, planning, and problem-solving, knowledge, a familiarity with someone or something, which can include facts, information, descriptions, or skills.
4. Skill, the learned ability to carry out a task with pre-determined results.<sup>4</sup>

## **A.2. Reading**

### **A.2.1. Defenition of Reading**

Reading is an active process that depends on both author's ability to convey meaning using words and your ability to create meaning from them. To read

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<sup>3</sup> Definition of Ability, <http://www.businessdictionary.com/definition/ability.html>, Accessed on: June 20, 2018

<sup>4</sup> Wikipedia Foundation Inc, *Ability*, <http://en.wikipedia.org/wiki/ability/> Accessed on: June 20, 2018

successfully, you need to constantly connect what you already know about the information to the words the author has written.<sup>5</sup>

Allan states that reading comprehension consists of the processes of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text.<sup>6</sup> Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them. Here some of the things about the meaning of reading:

1. Reading is a form of communication, using written language or symbols (text).
2. Reading is two-way communications between an author and a reader.
3. Reading is interpretation and understanding.
4. Reading is a process (processes).
5. Reading is thinking<sup>7</sup>

Reading is a process that is carried and used by the reader to get the message that the author tries to convey through words in written language.<sup>8</sup> A process that requires the reader to understand the written word is an integral and visible in a glance, and the meaning of these words can be known. We can improve our knowledge by reading. The world can be small by reading. It means that we can know what happens on the other side of the world through reading activity. In

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<sup>5</sup> Deborah Daiek and Nancy Anter, *Critical Reading for College and Beyond*, (New York : McGraw-Hill, 2004), p. 5

<sup>6</sup>Allan Wigfield, *Motivating Reading Comprehension: Concept-Oriented Reading Instruction*, (New York: Routledge, 2004), p. 227

<sup>7</sup> Deborah Daiek and Nancy Anter, *Critical Reading for College and Beyond*, (New York: McGraw-Hill, 2004), p. 6

<sup>8</sup> Samuel, <http://www.iiste.org/Journals/index.php/KM/article/view/1086/1006>  
Accessed on: June 20, 2018

addition, reading is a bridge to understand scientific books or other books which they have to read.

Discussing reading, it also appropriates to what Allah says in Holy Qur'an at Al-Alaq verse 1-5 as follows:

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (2) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ((1) اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ )  
5 عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ((4) الَّذِي عَلَّمَ بِالْقَلَمِ )) (3)

Meaning: 1. Read! In the Name of your Lord, Who has created (all that exists).  
2. Has created man from a clot (a piece of thick coagulated blood). 3. Read! And your Lord is the Most Generous. 4. Who has taught (the writing) by the pen [the first person to write was Prophet Idrees (Enoch)]. 5. He has taught man that which he knew not.<sup>9</sup>

Based on Al-Quran verses reading as it marks the first revelation of the importance of reading as a scholarly foundation for humans. For the human being is obliged to continue to learn. It is important to learn human being language in order to communicate to others well. Currently, English is the international language. English is one of the most popular languages in the world. It is used as an international communication. No doubt, many people want to learn English so they can communicate orally or in writing. In learning the English language, there are four skills that must be mastered by those listening, speaking, reading, and writing. The longer the privilege of the Lord and the glory of God as the highest, taught him to man the various sciences, opened his secrets, handed him the keys to opening the treasury of God, that with the Pen. With a pen! In addition to the tongue to read, even God with a pen destines also that science can be recorded.

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<sup>9</sup>Abdullah Yusuf Ali, *The Holy Quran: English Translation with Original 'Arabic Text*, (New Delhi:Kitab Bhavan, 2004), p. 699

Based on this explanation can conclude that this verse explains the correlation history of Islam with reading. Based on some statements above, it can be concluded that reading is a process to get the meaning and information from what we read or the meaning of the text. It means that we have to add our knowledge from around the world. We can read the nature, tragedy, experiences and many others. So, reading is important for us.

### **A.2.2. Types of Reading**

Generally reading divide into two types, there were intensive and extensive. Every type have a different definition and characteristic. Both of them make reading as activities that are different with other skills.

#### **1. Intensive Reading**

Intensive reading is used on shorter texts in order to extract specific information. It includes very accurate reading for detail. We use intensive reading skill to grasp the details of a specific situation. In this case, it is important that we understand each word, and number or fact. Moreover, intensive reading involves learners reading in detail with specific learning aims and tasks. For example, the learners read a short text, such as a contract and put events from it into chronological order.

#### **2. Extensive Reading**

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. We use extensive reading skills to improve our general knowledge of business procedures. We should not worry if we do not understand each word. If we want to be successful in extensive reading we should do the following matters: read as much as possible.

Read a variety of materials on a wide range of topics. Read books that interest us.<sup>10</sup>

Day and Bamford put forward ten characteristics identified in successful intensive extensive reading programs. They are duplicated (in abbreviated form):

1. Students read as much as possible.
2. A variety of materials on a range of topics is available.
3. Students select what they want to read.
4. The purpose of reading is usually related to pleasure, information, and general understanding.
5. Reading is its own reward.
6. Reading materials are well within the linguistic competence of the students in terms of vocabulary and grammar.
7. Reading is an individual and silent.
8. Reading speed is usually faster than slower.
9. Teachers orient students to the goals of the program.
10. The teacher is a role model of a reader for the students.<sup>11</sup>

### **A.2.3. Process of Reading**

The comprehension process involves an understanding of words and how to those words are used to create meaning. It involves contextualizing, analyzing, synthesizing, and evaluating words, phrase, sentences, and longer passages during reading. It involves integrating prior experiences and knowledge of the word to construct meaning.

The process also involves the ability to remember (short-term or long-term)

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<sup>10</sup> Jonathan Sarwono and Yudhy Purwanto, *English for Academic Purpose*, (Yogyakarta: Andi Publisher, 2013), p. 11-12

<sup>11</sup>Day, R.R and Bamford J, *Top Ten Principles for Teaching Extensive Reading, Reading in Foreign language*, 2002, Vol.14, No.2

what was read, for purposes of discussion or taking a test.<sup>12</sup>

To achieve the goals, a teacher should divide the reading activities into their interrelated stages, those are pre-reading, while-reading, and post-reading activities.

### 1. Pre-reading activities

This phase of reading is intended to make learners be aware to the reason why they have to read the text. They need to see their background knowledge to encounter the text more easily.

### 2. While reading activities

The aim of this activity is to help the learners to develop their reading strategies or skill so that they can be effective and independent readers. By implicating this activity, a learner should be flexible in their ways of reading which are appropriate to the text given. Students interact to the text with the help of their relevant background knowledge such as interaction will help the students to understand the writer's purpose, to understand the text structure and to classify the content.

### 3. Post-reading activities

In this phase, learners are able to make a conclusion what the writer's meant, to measure how far the learners understand about the reading text in the whilst reading, to investigate and measure how far the students extend their prior knowledge. In this case, a teacher will probably organize some kind of follow up on students' task related to the text given.

In Islam, Allah proclaims that teaching is needed in process, because the students will easier understand about the material.

Allah says in the Qur'an An-Nahl: 125:

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<sup>12</sup> Jeanne Shay Schumm, *Reading Assessment and Instruction for All Learners*, (New York: The Guilford Press, 2006), p. 223

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ <sup>ط</sup> وَجَادِلْهُمْ بِالَّتِي هِيَ  
أَحْسَنُ <sup>ع</sup> إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ <sup>ط</sup> وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Meaning: "Invite (all) to the way of the Lord with wisdom and beautiful preaching, and argue with them in ways that are best and most gracious. For the Lord know the best, who have strayed from His path and who receive guidance"<sup>13</sup>

From the verse above Allah asks to all moslem to teach the students by using process.

The importance of the learning process is supported by the teaching of Islam. Islam is a religion which establishes compulsory education with the following hadith :

حَدَّثَنَا مُحَمَّدُ بْنُ يَحْيَى بْنِ الْمُنْذِرِ الْقَزَّازُ، وَالْحُسَيْنُ بْنُ إِسْحَاقَ التُّسْتَرِيُّ، قَا  
لَا: حَدَّثَنَا الْهَدَيْلُ بْنُ إِبْرَاهِيمَ الْحِمَّانِيُّ، حَدَّثَنَا عُثْمَانُ بْنُ عَبْدِ الرَّحْمَنِ  
الْقُرَشِيُّ، عَنْ حَمَّادِ بْنِ أَبِي سُلَيْمَانَ، عَنْ أَبِي وَائِلٍ، عَنْ عَبْدِ اللَّهِ بْنِ مَسْعُودٍ،  
قَالَ: قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ: **طَلَبَ الْعِلْمِ فَرِيضَةٌ عَلَى كُلِّ  
مُسْلِمٍ.** (رواه الطبراني)

Meaning: Muhammad bin Yahya bin Mundzir Al-Qazzaz and Husain bin Ishaq said, Hudail bin Ibrahim Al-Himmany told us, Uthman ibn Abdurrahman Al-Qurasyi told us, from Hammad bin Abi Sulaiman, from Abi Wail, From Abdilllah bin Mas'ud said, Rasululllah SAW. said: "Seek knowledge is an obligation for Muslim". (HR. Thobroni).<sup>14</sup>

<sup>13</sup> Abdullah Yusuf Ali, *The Holy Quran: English Translation with Original 'Arabic Text*, (New Delhi:Kitab Bhavan, 2004), p. 282

<sup>14</sup> Analisis Hadits Tholabul 'Ilmi, <http://rere-comp.blogspot.com/2011/02/analisis-hadits-tholabul-ilmi.html>, Accessed on: September, 07 2018



Based on the above hadith the Prophet confirms the obligation to see a knowledge. Don't ever do lazy to look for education once in our life. There will be a heavy tortured threat to everyone who makes a lazy to ourself. To make ourself become smart is one of our duty, for that don't try to do something that can make us lazy to look for our knowledge. Therefore, let's do something to yourself as well as possible if we don't want to live become fool.

#### **A.2.4. Principles of Teaching Reading**

The principles of teaching reading are as following: <sup>15</sup>

1. Practice and training in reading should be done for a range of reading purposes. A reading course should cover this purposes-reading to search for information (including skimming and scanning), reading to learn, reading for fun, reading to integrate information, reading to critique texts, and reading to write.

2. Learners should be doing the reading that is appropriate to their language proficiency level. The course should include reading the simplified material at a range of levels, particularly extensive reading of graded readers.

3. Reading should be used as a way of developing language proficiency.

4. Reading is a process of getting meaning from printed word symbol. It is not merely a process of making conventionalized noises associated with these

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<sup>15</sup> I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 23

symbols.

5. A certain technique, practice, or procedure is likely to work better with some children than with others. Hence, the teacher must have a variety of approach to teaching reading.

#### **A.2.5. Assessment of Reading**

In general, different measures of reading correlate significantly, and quite substantially, with each other. That is, students who score highly on one measure of reading also tend to score highly on other measures, whereas those who do poorly on one test tend to have difficulty on other measures as well. In noting these concerns about existing reading tests that these tests have no utility. Current reading measures certainly can be informative in many ways. Here are a few specific suggestions for practitioners interested in assessment of reading:<sup>16</sup>

1. Look for and use tests that are technically adequate.

Technical adequacy includes reliability (i.e., accuracy and consistency of measurement) and validity (i.e., the test measures what it is intended to measure). Information about the technical adequacy of published tests can be found in the test manuals as well as in many textbooks on assessment.

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<sup>16</sup> LD Online, [http://www.ldonline.org/spearswerling/Assessment\\_of\\_Reading\\_Comprehension](http://www.ldonline.org/spearswerling/Assessment_of_Reading_Comprehension), Accessed on: July 26, 2018

2. If possible, use more than one test to assess reading comprehension performance.

An average of scores across two or three tests may give a more accurate indicator of current reading comprehension performance in some cases. Differences in performance across tests, and possible reasons for those differences, should also be considered. For instance, a youngster who performs markedly better on an untimed than a timed comprehension test may have difficulties with reading speed.

3. Assess key component skills, and use the results of those assessments to interpret reading comprehension performance and plan instruction.

Important component skills in reading include out-of-context identification of real words, decoding of pseudowords (nonsense words), oral vocabulary, listening comprehension, and speed of reading. Component writing skills (e.g., handwriting and spelling) may also be relevant if the comprehension measure requires significant amounts of writing.

4. Take everyday classroom performance into account.

Observations of everyday classroom performance may provide valuable insights into comprehension strengths and weaknesses. For example, individual students may have a strong interest in or knowledge base about a particular topic that may enable them to read more difficult texts about that topic as compared to other types of content.

5. Consider both current and upcoming grade expectations.

The comprehension demands of texts, as well as the sheer volume of reading

expected of students, escalate dramatically in the middle and upper elementary grades. Thus, a component weakness that appears to have little impact on comprehension in one grade – such as mild vocabulary deficits or slow reading may have a much greater impact in subsequent grades. Early identification and remediation of these component weaknesses may prevent or ameliorate later reading comprehension problems.

### **A.3. Spoof Text**

#### **A.3.1. Defenition of Spoof Text**

A spoof is a text which tells a potentially factual story that has happened in the past with an unpredictable and funny ending. Its social function is to entertain and share the story. The purpose of a spoof is to tell about an event with a humorous twist. Moreover, the story usually has a moral message for the readers.<sup>17</sup>

Spoof text is a text to tell an event with a humorous twist and entertain the readers.

Sudarwati and Grace state that a spoof has a generic structure/text organization and language features.<sup>18</sup>

A spoof text has the following language features:

1. Noun: deals with people, animals or certain things in the text.
2. Action verb: deals with the verbs that show events (examples: ate, ran, stayed, etc.).
3. Connectives: connectives with a sequence of events (examples: first, then, after, before, finally, etc.).

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<sup>17</sup> Nurma Dhona Handayani and Khairul Harha, *Problems in Writing Spoof Texts*, Journal of Studies in English Language and Education, Vol.3, No.1, p. 12-25 Accessed on: June, 23 2018

<sup>18</sup> Grace, E and Sudarwati, *Look ahead book 2: An English course for senior high school students year XI*, (Jakarta: Erlangga, 2007), p. 178

4. Adverbs of time and place: explain when and where the events happened (examples: in the garden, two days ago, etc.).

5. Simple past tense: simple past tense deals with activities that happened in the past, and uses verbs in the past form.

Dealing with text organization, Djuharie explains as follows:<sup>19</sup>

1. Orientation

Orientation appears as an introductory part of the text. It will guide the readers to show what kind of a text that he will be reading and it is also the beginning of the story.

2. Events:

Events are included as part of the text that recites the events that happened in the story usually in chronological order.

3. Twist:

The twist is a part of text near the end of the story that tells about something that was unpredictable that make the readers smile and laugh. This is the funniest part of the story.

According to Wahidi that Spoof text is a text which tells a factual story, happened in the past time with an unpredictable and funny ending.<sup>20</sup>

Its social function is to entertain and share the story. The purpose of spoof text is to tell an event with a humorous twist. Besides that, the story gives any moral messages for the readers to share with others a real story of which the ending is funny to amuse the audience or readers. In conclusion, the spoof is a text that has humorous with unpredictable and its social function is to entertain the reader.

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<sup>19</sup> Djuharie, O. S, *Genre dilengkapi 700 soal uji pemahaman*, cetakan 1, (Bandung: Yrama Widya, 2007), p. 43

<sup>20</sup>Wahidi, R, *Genre of The Text*, <http://rachmatwahidi.files.wordpress.com/2008/12/genre-of-the-text.pdf>, Accessed on: June, 23 2018

### A.3.2. Examples of Spoof Text

Based on the explanation above, here are two examples of spoof texts:

#### 1. Nasreddin Coat.<sup>21</sup>

One day, Nasreddin had been invited to the dinner party. He went to the party wearing his old clothes. (Orientation)

When he arrived in the party, no body looked at him and no body gave him a seat. He got no food in the party so he went home and change his clothes. Next, he put on his best clothes. He wore his newest coat and went to the party again. The host at once got up and came to meet him. The host offered him the best table and gave him a good seat and served him the best food. Nasreddin sat and put off his coat. He put his coat and said; "Eat the food, Coat!" the hosts and guests were very surprised and asked Nasreddin; "What are you doing?" Nasreddin replied calmly; "When I came here with my old clothes, nobody looked at me. Then, I went home and put on my best clothes. I came back in my newest coat and you all gave me this best food and drink. So, you gave food to my coat instead of me". Getting Nasreddin's answer, they just shock the head. (Twist)

#### 2. Horseman In The Sky.<sup>22</sup>

Carter Druse was born in Virginia. He was a southerner. When the United States was divided by a terrible civil war, Carter decided to join the Union Army of the north. (Orientation)

He told his father about his decision to join the northern army. His father looked deep into his son's eyes. "Carter, no matter what happens, be sure you always

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<sup>21</sup> Puji Purnama, S.S, *Cara Super Menguasai Materi Bahasa Inggris*, (Yogyakarta: Mitra Buku, 2011), p. 39

<sup>22</sup> Elang Yudiantoro, *Smart and Champion English Language*, (Jakarta: Panda Media, 2014), p. 15

do what you think is your duty." Onze sunny afternoon, Carter was sent to guard. It was his duty to be sure that no enemy soldier spied on. Suddenly, he saw a man on horseback standing on the huge rocky cliff. He held a gun in his right hand and the horse's reins in the other. Unavoidably, Carter pointed his gun. Carter was calm as he pulled the trigger. (Events)

Soon after firing his gun, Carter was joined by a Union sergeant.

"Did you fire?" The sergeant whispered.

"Yes."

"At what?" The sergeant continued.

"A horse"

"Was there anyone on the horse?" The sergeant asked again.

"Yes."

"Who?" The sergeant kept asking. "My Father" (Twist)

### **A.3.3. The Advantages of Teaching Spoof Text**

There are some advantages of teaching spoof text in learning process:

1. Students will be fun and students love to read a text.
2. Students will be easier to understand the text
3. Students will be quickly to answer the question after read a text.

### **A.3.4. The Disadvantages of Teaching Spoof Text**

There are some disadvantages of using teaching spoof text in learning process:

1. It took a long time for students to read complete the text.
2. Sometimes the class becomes noise, so that can interfere with other friends.

3. The teacher should spend more time.

## **B. Conceptual Framework**

Reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them. By reading the texts, students can understand the meaning of the text. There are some kinds of texts that the students have to learn at senior high school such as Narrative, Descriptive, Recount, Hortatory Exposition, Procedure, News Item, Report, Explanation, Spoof, and Anecdote. There are many types of reading, but if the teachers do not use the suitable method, strategy or approach, students cannot understand the texts easily.

The success of teaching reading is influenced by the technique used in teaching-learning process. It means that the teachers should choose and select the appropriate in teaching process especially teaching reading. So, in this case, to answer the problems, the researcher thinks that using spoof text will help the students comprehend the material better. It also helps the students to connect their prior knowledge with the information being learned, helps students to develop reading text.

Through spoof text makes the teaching and learning activity become fun, interesting and pleasing in the class. The teacher can take the advantage of it as the effective technique to help the students comprehend the text effectively. It is also the way to attract the students' interest and make them more active in teaching reading activity. Spoof text can be very helpful for the teacher to improve their performance in teaching reading and also for the students to improve their ability in reading skill so that they can easily get the message and information from that text.



