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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. The Nature of Reading

###### a. Definition of Reading

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to give responds to the researcher's ideas or writing styles. A person may also read for happiness, or to enhance knowledge of the language that is being read.

Taking those as consideration, the purpose for reading guide the reader's selection of texts. Carrel et al (1988, p. 1) argue that reading is the most important skill in a second language, particularly in english as a second or foreign language. It means that reading becomes the most important skill to be developed in the classroom.

Many experts have given their definitions about what reading really means. Carrel (1988, p. 12) stated that reading is receptive language process. The researcher encodes thought as language and the reader decodes language to thought. It means that reading about is both to reproduce sounds when we are reading and also need an understanding to get meaning. In addition, Ahuja (2001, p. 5) stated that reading is an exercise dominated by the eyes and the brain. The eyes

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receive messages and the brain has to work out the significance of these messages. It requires the students to read for meaning. they not only read the text but also understand the meaning of written text being read. It implies here that the purpose of reading is to look at the written words and to understand what they mean.

Reading process is an interaction between reader takes something from a text without any efforts. Nuttal (1998, p. 2) stated that reading is a core of reading process. But it is an active process in which the reader takes the text and brings his knowledge to the text to recognize what is in it. Briefly, reading requires learns to be an active participant.

Reading has been described as a purpose of decoding a particular writing system into a language or process of getting meaning from a awritten material. It is also a combination of word recognition and intellect, and emotion intenedated with prior knowledge to understand the message communicated. It involves a set of readers' memory as well as learners' competence in predicting the meaning of a word.

Similarly, Byrner (1998, p. 2) stated that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The texts represent letters, words, sentences, and paragraphs the encore meaning. The reader uses knowledge, skills, and strategies to determine what that meaning.

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Readers' understanding of the text is a kind of exchanging ideas with the author. It is the process of expression and reception of meaning as primary goal of both parties. In related to Burnes and page (1985, p. 26) define reading as a interactive process in which the reading engage an exchange of ideas with an author via a text.

Based on the definition above, it can be said that reading is an interactive and a thinking process of transferring printed letters into meaning in order to order to communicate certain message between the researcher and the reader.

#### b. The Purpose of Reading

Reading is an activity with a purpose. The purposes for reading guide the reader's selection of texts. According to the Ministry of National Education (2004, p. 15) The purpose of reading in general is being able to read and understand short texts in a smooth or sound manner with a few simple sentences and reading poetry.

According to the 1994 Curriculum the purpose of reading as follows:

- 1) Able to understand ideas that are heard directly or indirectly.
- 2) Able to read reading texts and conclude their contents in their own words.
- 3) Able to read reading texts quickly and be able to record key ideas.

Thus, the ultimate goal of reading the point is to understand the idea, the ability to grasp the meaning in the reading as a whole, both in the form of free text, narration, prose or poetry, which is concluded in a written or unwritten work.

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In general, the purpose of reading as follows:

- 1) To get information.
- 2) To gain understanding.
- 3) To get pleasure.

Whereas specifically, the purpose of reading as follows:

- 1) Obtain factual information.
- 2) Get information about something specific and peoblematic.
- 3) Provide a critical assessment of someone's written work.
- 4) Get emotional pleasure.
- 5) Fill your free time.

Nurhadi (1989, p. 14) argues that the purpose of reading, as follows:

- 1) Understand in detail and comprehensively the contents of the book.
- 2) Capture the main idea or main idea appropriately.
- 3) Getting information about something.
- 4) Recognize the meaning of words.
- 5) To know important events that occur in the surrounding community.
- 6) To get pleasure from literary works.
- 7) To know important events that occur throughout the world.
- 8) To look for brands of goods that are suitable for purchase.
- 9) To judge the truth of the author's ideas.
- 10) To get information about job openings.
- 11) To get information about someone's opinion (expert) about the definition of a term

According to Grabe (2002, p. 11) when we begin to read, we actually have a number of initial decisions to make, and we usually make these decisions very quickly almost unconsciously in most cases.

In other settings, usually academic or professional ones, we sometimes synthesis information from multiple reading sources, from different parts of a long and complex text, or from a prose text and accompanying diagram or chart. Such reading is quite different from searching, skimming, or reading for general comprehension.



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## 1) Reading to Search for Simple Information and Reading to Skim

Reading to search simple information is a common reading comprehension, though some researchers see it as a relatively independent cognitive process. It is used to often in reading tasks that it is probably best seen as a type reading comprehension. Reading to skim is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

## 2) Reading to Learn From Text

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. It requires abilities to:

- a) Remember main ideas as well as a number of details that elaborate the main and supporting ideas in the text.
- b) Recognize and build rhetorical frames that organize the information in the text.
- c) Link the text to the reader's knowledge base.

## 3) Reading to Integrate Information, Researchers, and Critique Text

Reading to integrate information requires additional about the relative importance of complementary, mutually supporting of conflicting information and the likely restructuring of a rhetorical

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frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read that the reader can decide what information to integrate and how it for the reader's goal.

#### 4) Reading for General Comprehension

The action of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed.

Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills informing a general meaning representation of main idea, and efficient coordination of many processes under very limited time constraints.

From the ideas above, it can be concluded that the main goal of reading is to gain comprehension or ability to find the meaning of what they have read and answer the question based on the reading text. Reading as one of the basic skills in English is not merely translating the word literally but need to be acquired during language course. However, it appears to have been neglected by some English learners. They tend to treat it simply as a supplementary.

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### c. Kinds of Reading

Reading is an immensely valuable activity, not all kinds of reading are created equal. Indeed, there are kinds of reading that are more useful in some context, and less so in others.

There are two kinds of reading:

#### 1) Extensive Reading

Extensive Reading is an approach designed to improve students' reading proficiency in a foreign language by encouraging them to read large quantities of easy and interesting texts that they select. In line with Bamford and Richard (2003, p. 1) Extensive reading is an approach to language teaching in which learners read a lot of easy material in the new language. They choose their own reading material and read it independently of the teacher. They read for general, overall meaning, and they read for information and enjoyment.

Most extensive reading is performed outside of class time. Douglas (2005, p. 313) said that, extensive reading is carried out to achieve a general understanding of a usually somewhat longer text (book, long article, or essay, etc). Pleasure reading is often extensive reading. Technical, scientific, and professional reading can, under certain special circumstances, be extensive when one is simply striving for global or general meaning from longer passage.

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In extensive reading, students silently read large quantities of materials, in line with Jacobs & Gallo (2013, p. 73) the materials are usually at a level that permits students to gain at least a fair understanding of what they are reading without outside help. Extensive reading materials, one of the fundamental conditions of a successful extensive reading is that students should be reading material which they can understand.

The conclusion from the explanation above Extensive reading is keys to students a key to student gains in reading comprehension, linguistic competence, vocabulary, spelling, and writing. Extensive reading is conducted to find the main idea of a written text. Students do not have to understand every word in the written text. Extensive reading means rapid readings, students are able to read texts written in the foreign language with understanding and without that process of mental translation, referring to the dictionary frequently. The aims of extensive reading are to build reader confidence and enjoyment. Extensive reading is always done for the comprehension of main ideas, not for specific details.

## 2) Intensive Reading

Intensive reading is classroom activity which focuses on the linguistic or semantic details of a passage. According Brown (2000, p. 12) Intensive reading activity is the activity where the students read a text in detail to know every word meaning to get the real information on the text. Intensive reading calls students' attention to



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grammatical form, discourse makers and other surface structure detail for the purpose of understanding literal meaning implication, rhetorical relationship.

Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Patel and Jain (2008, p. 117) state intensive reading is related to further progress in language learning under the teacher's guidance. It will also provide material for developing greater control of the language in speech and writing. Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises. Patel and Jain (2008, p. 119) also state that there are few characteristics of intensive reading are as follows:

- a) This reading helps learner to develop active vocabulary.
- b) Teacher plays main role in this reading.
- c) Linguistics items are developed.
- d) This reading aims at active use of language.

Intensive reading is basically and essentially reading for information. Thus, through the act of intensive reading the students are surely hoped to find out something new in order to do something with the information they got from the reading text.

The purpose of intensive reading activity is to make the students more understand the content of the text effectively, to get

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the successfulness in reading comprehension by the accurate argumentation and to increase and improve the students' vocabulary.

This research used intensive reading. The students will read a text intensively by themselves and answer the questions based on the text to know the students' comprehension in reading activity.

## 2. The Nature of Reading Comprehension

### a. Definition of Reading Comprehension

Reading is a one of the complex and the combination of both lexical and text-progressing skills that are widely be acquainted interactively. Before the students would learn how to comprehend their reading, the teacher should give some definition what is reading comprehension and how they do to apply in learning process. Brassell and Rasinski (2008, p. 15) stated that reading refers to comprehend or make meaning from written text. Heilman (1981, p. 242) stated that reading is a process of making sense of written ideas though meaningful interpretation and interaction with language.

Reading comprehension is best viewed as a multifaceted process affected by several thinking and language ability. Otto (1979, p. 241) states that reading comprehension is a multiplication affected by various skills based on the statement. At comprehending text, reader has to find the main ideas that will determine the quality of their reading comprehension.

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Student should realize that the main goal of reading process is comprehension. Comprehension is a process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Otto (1979, p. 241) stated that at comprehending reading text, reader has to find the main ideas to obtain the message. It means that in reading comprehension, the reader expected to understand fully the reading material. The reader should be able to give a clear explanation about the reading material when asked some questions concerning the ideas contained there. If the reader able to do, we can say that the reader has already understood the reading material.

From the definition above, the researcher can conclude the reading is not just saying the word. Reading must be always meaning getting process. Many student can read the words in a passage perfectly, but are unable to answer the question even though the answers were directly contained in the words they pronounced.

**b. Level of Reading Comprehension**

Reading has different levels of comprehension. Burn (1984, p. 177) divided comprehension into four levels, as follow:

**1) Literal Comprehension**

Literal comprehension involves what the author is actually saying. The reader needs to understand ideas and the information explicitly stated in the reading material. Some of this information is in the form

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of recognizing and recalling facts, identifying the main idea, supporting idea, supporting details, categorizing, outlining, and summarizing. The reader is also locating information, using context clues to supply meaning, following specific directions, following a sequence, identifying stated conclusion, and identifying explicitly stated relationships and organizational patterns. These organizational patterns can include cause and effect as well as comparison and contrast. For example, some questions and activities may include:

- a) What words state the main idea of the story?
- b) How does the author summarize what she/he is saying?
- c) Outlining the first paragraph of the story
- d) What happened first, second and last?
- e) How are these things alike? How are they different?
- f) What things belong together?

## 2) Inferential Comprehension

Inferential comprehension deals with what the author means by what is said. The reader must simply read between the lines and make inferences about things not directly stated. Again these inferences are made in the main idea, supporting details, sequence, and cause and effect relationship. Inferential comprehension could also involve interpreting figurative language, drawing conclusions, predicting outcomes, determining the mood, and judging the author's point of view. The following questions are usually asked:

- a) What does the author value?
- b) What is the theme?
- c) What effect does this character/event have on the story?



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## 3) Critical Comprehension

Critical comprehension concerns itself with why the author says what he or she says. This high level of comprehension requires the reader to use some external criteria from his/her own experience in order to evaluate the quality, values of the writing, the author's reasoning, simplifications, and generalizations. The reader will react emotionally and intellectually with the material, because everyone's life experiences are varied, answers to some of the following questions will vary:

- a) Could this possibly happen?
- b) Is this argument logical?
- c) What alternatives are there?
- d) Is this a fact or an opinion?
- e) Do you agree or disagree with the author?
- f) What is the best solution to this problem?

## 4) Creative Comprehension

It is text involves going beyond the material presentably by author. It required thinking as they read. Creative comprehension is the reader's emotional response to the content of the textbook material read. This level of comprehension also includes creating new ideas from what was learned in school and life. For example:

- a) While silently reading the novel "the call of the wild" Bobby laughs aloud at the actions of buck, as the dog experiences his first snowfall (emotional response)

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- b) After reading a mathematics selection on linear equations, the students correctly devises a simpler method for solving the problems (creating new ideas)

To conclude, literal, inferential, critical and creative comprehension reading is what makes a skilled, strong reader. This skill must be learned and developed. It does not just happen, with that thought in mind, it has also been shown that strong readers make good researchers. Sustained exposure to the english language does allow for an expanded vocabullary and knowledge of correct grammar usage. When this is combined with literal, inferential, critical and creative reading experiences, it enables researchers to better express themselves.

**c. Assessing Reading Comprehension**

Reading comprehension is not an easy process. Johns (1997, p. 99) states that the processing and comprehending a text with a new, difficult information, and vocabulary, particularly in foreign language, is considerably different from processing something on familiar topic in one's language. It can be conclude that the students in foreign language will get difficulties in comprehending text if the text is not appropriate with their level. Reading and comprehension is one of the first steps towards learning a language. For instance, when it comes to English as a foreign language, reading comprehension is more important. If there is no readings you want know what aspects you do not understand and then you

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would not seek to understand them, which will hamper your comprehension of the language. There are some components reading comprehension which should be focused on comprehending a reading text. The aspect of five components in reading comprehension based on the curriculum KTSP in SMA Serirama YLPI Pekanbaru that may help the students to read carefully:

#### 1) Identify the Topic

Identifying the topic is the key to monitoring your comprehension, getting the full meaning of the text, and answering your instructor when she asks. Topic is another word for subject. It answers the question, “Who or what is the paragraph (or article) about?” The topic is stated as a single word or phrase, not a complete sentence.

#### 2) Analyze the Social Function

Social function is the purpose of the text, to present information and opinion about more than one side of an issue.

#### 3) Analyze the Generic Structure

The way in which elements of a text are arranged to match its purpose. This structure can be observed by readers, and researchers will use this knowledge to structure their writing, depending on their purpose. See discussion text, explanation text, instructure text, narrative text, recount text, report text, and spoof text.

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**4) Analyze the Language Feature**

A language feature is an element that is separate, or independent, of a main text that is meant to enhance a readers understanding and recall of a topic by drawing attention to important information.

**5) Find out the Detail Information**

The detail information requires readers to scan specific details from the text. There are many types of question of the detail information such as question type of synonym, purpose, result, comparison, means, time, and amount in which most of the answer can be found in the text.

The five components above are indicators in comprehending any passage. This study is to find out the students reading comprehension in spoof texts. It means that they also need understand the components of spoof texts as the indicators of understanding spoof texts.

**3. The Nature of a Spoof Text**

Genre based teaching is curriculum KTSP. The purpose of teaching genre to the students is to give them knowledge about genre, so their interest about text can increase significantly. According to Hartono (2005, p. 4), a text is unit meaning is conherent and appropriate for its text. There are thirteen genres of texts. They are recount, report, discussion, explanation, analytical exposition, hortatory exposition, spoof, news item, anecdote, narrative, procedure, descriptive and review text.





Students are expected to be able to comprehend various kinds of functional texts. One of them is taught in the second year that is spoof texts. Spoof is a text which tells factual story that happened in the past time with unpredictable and funny ending. The purpose is not only telling the past event, but also entertaining the readers. It generally begins with orientation that provides the background information needed for the undrestanding of the text such as who was involved, where and when it happened. Then spoof is consisting of event, but it is ended by unexpected or funny ending that called twist. Text organization of spoof are orientation (set of scene), events (tell happend), and twist (provide the punch line).

Spoof text is one of kind of text that are included in funny stories. Its social function is to entertain the readers.

The organization of spoof text paragraph :

**Table II.1  
 Generic Structure of Spoof Text**

..... ..... .....	Orientation
..... ..... .....	Event
..... ..... .....	Twist

**a. Social function of Spoof Text**

The social function of spoof text to tell a factual story that happened in the past with unpredictable and funny ending. Its social

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function is to entertain and share the story. It has purpose to tell event with a humorous twist.

**b. Generic Structure of Spoof Text**

- 1) Orientation : who were involved in the story, when, and, where it happened
- 2) Events : tell what happened in chronological order
- 3) Twist : provide the funnies part story

**c. Lexicogrammatical Features of Spoof Text**

Lexicogrammatical is called genre-grammar correction which studies the characteristic such that they are able to explain meaning. Lexicogrammatical not only the structures of the text but also how those structure construct meaning. The students have understood grammar of sentence is the text because the text and grammar are closely linked. It can help the student to know how texts work, learn how to understand, and produce the text. Part of lexicogrammatical features in spoof text:

- 1) The use of action verb (e.g : walked, laughed, opened)
- 2) The use of connectives (e.g : first, then, finally)
- 3) Passive voice

A sentence can be either in the active or passive voice. In an “active” sentence, the subject performs the action. In a “passive” sentence, the subject receives the action.

Formula of the passive sentence :

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Subject + To Be + Past Participle

a) Simple Past Tense

Subject + Verb (2) + Object

Example : Mary helped John

b) Present Participle

Subject + (Has/Have) + Verb + Past Participle

Example : I have closed the door

c) Past Participle

Subject + Had + Verb + Past Participle

Example : She had taken her bag

d) Past Continuous Tense

Subject + To Be + Verb + Object

Example : I was cooking cake yesterday

4) Pronoun

Pronoun function to replace noun. In a sentence to avoid repetition of usage of same word, there are some kinds of pronoun, they are:

a) Personal Pronoun

e.g : I, you, we, they, she, he, it, etc.

a) Possessive Pronoun

e.g : Mine, yours, his, hers, ours, theirs

b) Reflexive Pronoun

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e.g : Myself, yourself, himself, herself, ourselves, yourselves, themeselves.

Spoof text is a text which tells factual story that happened in the past with unpredictable and funny ending. Its social function is to entertain and share the story. On the other hand, spoof text is used to tell an odd or funny event based on the real life which is aimed at entertaining. It is usually ended by an unexpected event (twist).

Spoof text is developed by three features. First, social function is to entertain and share the story. Second, the contents of genetic structure is the orientation, event, and twist. Third, lexicogrammatical features have the significant of characteristics of linguistic features. To find the features of a spoof text the reader must determine the topic of the text.

Here is one example of spoof text :

#### **Buying a rabbit**

A cute girl peaks over the counter and politely asks the sales representative. "I'm interested in buying a rabbit."

"Oh sure we've got lots of rabbits" gushed the motherly sales representative. "Do you have any specific color in mind? We've got some adorable white Bunnies down this isle." The lady exclaimed.

"Oh" said the cute girl with a wave of her hand, "I really don't think my boa constrictor would care about what color it is!"



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Identifying the features of the text :

- a) Identifying social the function of the text

The social function of this text is to tell an event with a unpredictable twist.

- b) Identifying generic structure of the text

**Table II.2**  
**The Classification of the Organization Text**

Title	Buying a rabbit
Orientation	A cute girl peaks over the counter and politely asks the sales representative. "I'm interested in buying a rabbit."
Event	"Oh sure we've got lots of rabbits" gushed the motherly sales representative. "Do you have any specific color in mind? We've got some adorable white Bunnies down this isle." The lady exclaimed.
Twist	"Oh" said the cute girl with a wave of her hand, "I really don't think my boa constrictor would care about what color it is!"

- c) Identifying lexicogrammatical

Use of the Action Verb

Example : I'm interested in buying a rabbit

Use of Pronoun

Example : I really don't think my boa constrictor would care about what color it is!

Use of Present Participants

Example : Oh sure we've got lots of rabbits

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#### 4. Relevant Research

Relevant research is designed in order to avoid plagiarism. According to Syafi'i (2015, p. 103) relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. In this case, there are two relevant researchers:

This research has relevance with other researches. A research from Khairul Harha in 2015. He conducted the research entitled "Problems in Writing Spoof Text". This research was finding what are the problems that students have in writing a spoof?. The research sample consisted seventy-six of third year student at Senior High School 7 Padang that were randomly selected by using Lottery. In this research, the researcher used a writing task as the instrument to collect the data. The researcher asked the student to write a spoof text in one hour. The result is almost all of student had problems in writing spoof with 52 students (68%) had a problem with text organization whilst 24 (32%) had no problem. With language features, 72 students (95%) had problems and only 4 (5%) had no problem with missing word. It can be said a result in this achievement in writing spoof text becomes low and unsatisfied.

In 2012, Nazuril Ikhwan conducted the research entitle "The Correlation Between Students' Mastery of Researcher's Text Organization and Their Reading Comprehension of Spoof Text at Islamic Senior High School Al Islam Rumbio". The data for this research were collected

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through test. To find out how is students' mastery of researcher's text organization. Then, to examine the students' reading comprehension in spoof text, the researcher measured the students' reading comprehension of spoof text by giving them some spoof text with comprehension questions.

He chose all student in third year of MA Al Islam Rumbio with thirty students as the sample. The result of this research is that students' mastery of researchers' text organization generally is categorized as good. For the result of examination on students' reading comprehension of spoof text, the researcher concludes that their comprehension can be categorized as good.

Based on the relevant researcher above, the researcher conducted a research entitled "A Study on the Ability of the Eleventh Grade Students in Comprehending Spoof Texts at SMA Serirama YLPI Pekanbaru" because it was never investigated by any previous researcher.

## 5. The Operational Concept of the Research

Operational concept is the concept made to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. According to Syafi'i (2015, p. 103) operational concept are derived from related theoretical concepts on all of the variables that should be practically operated. Operational concept is a concept as a guidance used to avoid misunderstanding.

There is one variable used in this research. Variable (Y) refers to students' comprehension in spoof texts. The indicators as follow: (take from syllabus curriculum KTSP in SMA Serirama YLPI Pekanbaru)

- a. Students are able to identify the topic from the text.
- b. Students are able to analyze social function from the text.
- c. Students are able to analyze generic structure from the text.
- d. Students are able to analyze language feature from the text.
- e. Students are able to find out the detail information from the text.

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