CHAPTER II

REVIEW OF THE RELATED LITERATURE

II.1 Review of Reading Comprehension

II.1.1 The Nature of Reading

According to Gibgons (1991:51) reading is a process of getting the meaning from print. It means there is an interaction between the author and the writer in this activity because the writer delivers her/his idea to the readers through the texts. The readers can also improve their understanding through reading activity.

Similarly, Ling, (2012: 147) states that reading is getting the text into the correct meaning. In this case, the readers have to observe, interpret, and evaluate the printed pages. It is a complex activity that involves both perception and thought. It consists of two related processes: word recognition and comprehension.

Based on the opinion above, it can be inferred that reading is an interaction and a thinking process of transferring printed letters into meaning in communicating by message between the writer and the reader. It means that the readers have to discover ideas from the text based on their background knowledge about the texts. The readers also should pay attention about supporting ideas in the text. It will be useful for them to understand the content of the text as whole. Therefore, the readers should be the active reader to get the factual information of the text.

There are also some experts who have an opinion about the meaning of reading comprehension. Rupp (2008: 57) mentions that reading comprehension is complex, interactive and integrative and requires the effective interaction of multiple mental components for the creation of multiple mental representation of text. It means that reading comprehension is a complex activity that must be done effectively, as well as interactively by the readers to get the necessary things state in the text.

Moreover, Linse (2005:71) reading comprehension is an ability to understand a text by the readers. The readers do not only read the text, but also understand what the readers read or what the text talks about. It needs their knowledge to provide the information so they know the message of the text itself. From these statements, it is concluded that reading and comprehension are two things unit to be one, they cannot be separated, and they are in unity. When readers loose one of the elements, they do not do comprehension yet.

William Grabe (2002: 9) says that Reading is the ability to draw meaning from the print page and interpret this information appropriately. Purposes for reading is : Reading to search for simple information, reading to skim quickly, reading to learn from texts, reading to integrate information, reading to write (or search for information need for writing), reading for critique texts, reading for general comprehension.

Elizabeth S. Pang (2003: 14) states that reading is a skill that will empower everyone who learns it. They will be able to benefit from the store of knowledge in print materials and, ultimately, to contribute to that knowledge. Good teaching enables students to learn to read and read to learn. Comprehension is the process of deriving meaning from connects to the text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.

Beatrice S. Mikulecky (2008:1) assert that reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author assumes to have intending. The reader does this by comparing the information in the text to his or her background knowledge and prior experience. Effective reading is essential for success in acquiring a second language. After all, reading is the basis of instruction in all aspects of language learning: using textbooks for language courses, writing, revising, developing vocabulary, acquiring grammar, editing, and using computer-assist language learning programs. Reading instruction, therefore, is an essential component of every second-language curriculum. Understanding some important facts about reading, literacy, and teaching methods are essential for providing effective instruction in reading.

In reading comprehension, the reader involves some processes to understand and comprehend the text more. Anderson (2003:109) states that in reading comprehension, a reader must have the following understanding; in identifying the main idea, following the procedure of the text, getting the impact, drawing the inferences, and seeing the writer's intention. If the students can understand information of the text that they read, so they will success to comprehend the text as whole because they are actively engaged and interactive with the meaning of the text.

In line with the definition above, Brown (2003:187) says that;

There are several skills in comprehending of reading such as: main idea (topic), expressions/idioms/phrases in context, inference (implied detailed), detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting idea(s), and identifying meaning synonym, or opposite.

It can be inferred that the students have to master some skills in reading such as getting the main idea, contextual expression, implied meaning, supporting details, and finding the words with similar and opposite meaning.

In addition, Khand (2004:4) states that reading comprehension is the activity getting the content of the writer wants to explain. It is making meaning from the text. Furthermore, the readers can comprehend the text through reading process that includes the readers' background knowledge. Reading comprehension is crucial for students to be able to get the meaning out of their reading. Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students' experiences and prior

knowledge. Comprehension involves understanding the vocabulary seeing the relationships among words and concept.

Similarly, King and Stanley (2004:8) explain that there are five aspects of processing of reading comprehension. They are; finding factual information, finding main idea, finding the meaning of vocabulary in context, identifying reference, and making reference."

The theory above can be described as follows;

a)   Finding main idea

Reading concerns with meaning to a greater extend that it is to form. An efficient reader understands not only the ideas but also their relative significance as expressed by the author, in other words, some of the ideas are super ordinate while other subordinate.

b)   Finding factual information/ details

Factual information requires readers to scan specific details. There are many types of question of factual information such as; question type of reason, purpose, result, comparison, means, identify, time, and amount. In which most of the answers can be found in the text.

c)   Finding the meaning of vocabulary in context

It means that the readers could develop their guessing ability to the word which is unfamiliar with them, by relating the close meaning or unfamiliar words to the text and the topic of the text that is read. The words have the same meaning as another word.

d)   Identifying references

Recognizing references words or phrases to which they refer will help readers understand the reading passage. Students of English might learn many rules for the sentences. Reference words are usually short and are frequently pronouns, such it, she, he, this, those, and so on.

e)   Making an inference

The importance of reading is to understand what the writer wrote; it is expected that the reader can infer the writer wrote. In other words, a good reader is able to draw inference logically and make accurate predictions.

It means that factual information requires the reader to scan specific detail, recognition of the main idea of a paragraph is very important because it helps the reader understand the paragraph and contents of reading text, when the students find the meaning of vocabulary in the context, it can develop his or her guessing ability to the word which is unfamiliar with him or her by relating the close meaning of unfamiliar words. In identifying of reference the words or phrases, the students are able to identify the word which they refer to will help the students understand the reading passage. In making an inference, it is a skill where the students are able to read between lines. It is divided into main attention, draw logical inferences and make accurate predictions.

According to Zainil (2005), to understand paragraph involves the process in identifying the paragraph elements such as; topic, main idea, details of paragraph and references, paragraph developments such as coherence and

cohesion in between and among the paragraph. From this opinion, it can be described that; *topic,* it is the word or phrase as subject of the paragraph and answer of the question "what is the whole paragraph about", and *main ideas*, it is the sentence that states the topic of the paragraph. It is the answer of the question "what does the author say about the topic of paragraph". In short, when the students have the abilities in identifying the elements of the passage, it means the students find the essential information in the text.

So, based on experts' opinion above, it can be inferred that reading comprehensions are one's ability in comprehending the message of the English reading materials. It is an interactive and thinking process of transferring printed letters into meaning in order to communicate certain messages between the writer and the reader. It involves the process, identifying the text elements such as; finding main idea, details, the meaning of vocabulary in context, identifying reference, and making reference. The researcher takes it as indicators of this research.

Many research results indicate that the teacher's role is an essential part in forming students to be good readers. Reading teachers have to understand the nature of reading, teaching, methods of teaching reading, learning and teaching theories, language theories, and the pedagogical aspects of teaching and learning. O'Malley (1995:97) explains;

To help students learn to read in the content areas, teachers can: (1) activate and assess prior knowledge as well as teach necessary background knowledge; (2) teach students how texts are organized and how to use text structure to increase comprehension; (3) teach reading strategies that will help students bring meaning to the text, and; (4) give for assessment of content and knowledge organization.

The opinion above said that the lecturer should activate students' background knowledge include all of the experience that a reader brings to a text: life experiences, educational experiences, knowledge of how texts can be organized, practice specific reading strategies, give assessing in the end of the lesson. Similarly, Nunan (2003:74) states;

There are principles for teaching reading. These principles may be considered by teachers in the classroom techniques and task; (a) exploit the readers' background knowledge; (b) build a strong vocabulary; (c) teach for comprehension; (d) work on increasing reading rate; (e) teach reading strategy; (f) encourage readers to transform strategies into skills; (g) build assessment and evaluation; (h) Strive for continuous improvement.

The theory above can be described as follows;

1.   Exploit the readers' background knowledge

Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, knowledge of how texts can be organized rhetorical, and cultural background and knowledge. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure, and so on.

2.   Build a strong vocabulary base

Instruction in reading, basic vocabulary should use context to effectively guess the meaning of less frequent vocabulary.

3.   Teach for comprehension

In reading instruction, an instructor does not merely focus on testing reading comprehension, but teach the readers to comprehend the text. In order to teach comprehension, the readers must monitor their comprehension process and be able to discuss with the teacher or fellow readers what strategies they use to comprehend.

During the reading process, the teacher asks questions in order to make sense of what is being read. Using this approach engages the teacher and readers in queries about the text as the material is being read. Examples of queries (questions) include "what is the text about ? What does the author try to describe for reader ? and etc.

4.   Work on increasing reading rate

The teacher must work towards finding a balance between assisting students to improve their reading rate and developing reading comprehension skills. To get the objective of target above, readers' independence on a dictionary should be reduced. Skills, such as scanning, skimming, predicting, and identifying main ideas get students to approach of reading in different ways.

5.   Teach reading strategies

The strategies are not a single event, but rather a creative sequence of events that learners actively use in reading activities to achieve the desired results, students need to learn how to use a range of reading strategies that match their purposes for reading.

6.   Encourage readers to transform strategies into skills

Strategies can be defined as conscious actions that learners take to achieve desired goals, while a skill is a strategy that has become automatic. As a learner consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill.

7. Build assessment and evaluation into your teaching

Assessing growth and development of reading skills from both a formal and an informal perspective requires time and training. Both quantitative and qualitative assessment activities should be included in the reading classroom.

8. Strive for continuous improvement as a reading teacher

Teachers should view themselves as facilitators, helping each reader discover what works best. The good reading teacher actively teaches students what to do and to understand the nature of the reading process. Dealing with principle for teaching reading previously, the lecturer considers applying those principles in her teaching and learning activities of paraphrase of descriptive text.

The explanation above means that there are some strategies or techniques that the teacher can use in teaching reading comprehension skill. The teacher should be more selective to choose and use the strategy or technique in teaching. To build interactive reading and to make various kinds of tasks will help students to develop their ability in the process of reading, because the purpose of reading is the students can comprehend the texts, one of them is descriptive text.

To support students in comprehending in reading texts, knowledge about the types of texts is needed, Depdiknas (2006) in English Direction (2012:1) explains that there are thirteen genres of the texts that must be known by academic students , namely : Narrative, recount, procedure, descriptive, news item, analytical exposition, hortatory exposition, report, spoof, explanation, discussion, review, and anecdote.

II.1.2 Teaching Reading

According to Nunan (2003: 68), teaching reading has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skill in their first language. It means that the readers are demanding to read a lot so that they can have a good skill because in reading, it has two important aspects which should have the readers. It shows that it can be inferred that the readers must understand two important aspects to teach, in order the student have a good skill in reading.

Moreover, Richards (2002: 273) says that reading receives a special focus on teaching. There are three reasons for this: First, many foreign language students often have reading as one of their most important goals. Second, written text serves various pedagogical purposes. Third, reading is a skill which is highly valued by the students and teachers alike. It means that the reading is a skill that has good assessment for the students and lecturer. There are some factors influence students reading comprehension in the classroom. Yasin (2011) states the factors influence students in learning

reading comprehension can be seen through observation, interview and field note. In this case, the factors are the materials, media, classroom activities, classroom management, teaching approach, teaching strategy, and etc.

a.   Materials

One of essential factors required in academic students is materials. Richard (2002) proposes that teaching materials are a key component in most language patterns. Instructional material provides the basis for much of the language input learners receive and the language practice that occurs in the classroom. The instructional materials also contain ideas how to plan and teach lessons as well as formats that teachers can use.

In line Sabet (2012) states that in order to increase the students' achievement in reading   comprehension, the teacher should know the appropriate materials for their students. There are three criteria of materials in teaching and learning, reading; suitability of content, exploitability, and readability. First, suitability of content means the lesson should be suitable to the needs and interests of the learners. Second, exploitability means the materials should be useful for increasing the students' ability and for the objectives of teaching. The last, readability means the materials are the language in the text should have the structural and lexical difficulty as well as the number of new vocabulary and grammatical forms which are appropriate to the level of the students.

Based on the curriculum of the English Department of Islamic University of Riau, Pekanbaru at second semester, students have to attend the reading II

as a compulsory subject. The students will learn types of articles and essay-narrative, descriptive, expository, and argumentative/persuasive and other scientific-writing. In this study, the researcher concerns on descriptive text as the material of reading class because this material is taught to the students in this semester.

b.   Media

The media can be used in teaching and learning English. Miller (2003) states that the media can be used by the teacher in teaching reading are written text media and technology media such as laptop and LCD. By using a laptop and LCD, the lecturer is easy to explain the steps of paraphrase and identify elements of descriptive texts. Elements of descriptive text can be seen directly from the LCD. The students also more focus on lecturer's explanation. The authentic media are used for helping the learner to develop their reading, and get as much as possible information during the reading process. Besides, by using a laptop and LCD students will enjoy in learning of reading. It is not only can improve their reading comprehension but also can increase their knowledge about using technology in learning.

c.   Classroom Activities

There are some activities in reading class. Saricoban (1999) says that the activities are divided in three parts. They are pre-reading, during-reading, and post-reading activities. In pre-reading, the teacher models to the students about what they are going to do in reading and the purpose of the lesson. In this case classroom activities are about paraphrasing. Paraphrasing helps students make

connections with prior knowledge, demonstrate comprehension, and remember what they have read. Through careful explanation and thorough modeling by the teacher in this lesson, students learn to use paraphrase in monitoring their comprehension and acquire new information.   In while reading activity, the students are reading the text and learning to understand the reading text. They also realize that if they cannot paraphrase after reading, they need to go back and reread to clarify information. In pairs, students engage in guided practice so that they can learn to use the strategy independently.   The students will need prompting and encouragement to use this strategy after the initial instruction is completed. The lesson can be extended to help students prepare to write reports about particular topics.

d.   Classroom Management

Classroom management is very influential on students' reading comprehension. Oliver (2007) states that it is important for a teacher to have an effective management in the classroom especially in reading comprehension. It is reasonable in getting positive academic achievement of the students. If a teacher does not have ability in classroom management, it will give bad effects to the students' achievement. Therefore, teacher should improve the classroom management. There are instructional approaches in classroom management; giving the lesson with educationally relevant, giving the structural steps which are appropriate with the developed skill and the level of the students, giving the time for the students to do the academic tasks,

guiding the students in practicing reading, and giving corrective and error feedback to the students.

There are classroom rules and routines as the elements of classroom management. Those are important to get the positive behavior in the class. The directions on constructing the rules in the classroom should make the students become familiar with the rules, should have simple and suitable language for developing the level of the students and the classroom, should be stated clearly, should be developed in many contexts, and should be appropriate to the behavior in school. On the other hand, routines are needed in the organizing the classroom, for example; the routine of checking or discussing the students' homework together. Those two elements hopefully give effective classroom management for the lecturer.

e.   **Teacher's Approach**

There are six strategies for teacher or lecturer's approach adapted from Burden (1995) mentions that there are six categories of actions can be done for the teacher in the classroom: first, teacher captures students' interest in the subject matter. For example, a teacher tries to make study of the subject matter as active, investigative, adventurous, and social as possible. Use questions and activities to capture student interest in the subject matter. In this case it is about the material of paraphrase of descriptive text and to use games, simulations, or other fun features, to avoid students bored with learning.

Second, teacher highlights the relevance of the subject matter. For example, select meaningful learning objectives and activities. Relate the

subject matter to students' everyday experiences and backgrounds. Call attention to the usefulness of the subject matter, and have students use what they previously learned.

Third, the teacher helps students to maintain expectations for success. For example, have the students set short-term goals. Help students assess their progress toward their goals. Allow students a degree of control over their learning. Draw attention to the successes students have achieved.

Fourth, the teacher designs the lesson to maintain interest and promote student success. For instance, state learning objectives and expectations, and provide advance organizer. Vary instructional approaches and present the subject matter in interesting, novel ways plan active student involvement. Select is stimulating, appropriate tasks. Occasionally do the unexpected. Use familiar material for initial examples, but provide unique and unexpected contexts when applying concepts and principles. Design activities that lead to student success. Provide an appropriate level of challenge and support them, plan for individual, cooperative, and competitive activities. Adapt tasks to match motivational needs. Promote feelings of control by giving students a voice in decision making. Communicate desirable expectations and attributes, minimize performance anxiety and establish a supportive environment.

Fifth, teacher expresses interest in the content and project enthusiasm and model interest in learning and motivation to learn, and then model task-related thinking and problem solving.

Sixth, the teacher provides feedback and rewards for students' performance. For example, provide frequent opportunities for students to respond and to receive feedback about their academic work; offer rewards as incentives; give some rewards early in the learning experiences; help students attribute achievement to effort and help students recognize that knowledge and skill development are incremental as well as provide remedial socialization for discouraged students.

II.1.3. The Nature of Reading Comprehension

Several studies about teaching reading strategies have been conducted. Reading comprehension involves more than decoding written words, rather than it is a complex process of interpreting the text's meaning (Pearson and Duke, 2002). Researchers indicated that new reading strategies were necessary to prepare proficient readers and to provide them with opportunities of success in their reading lessons and other school subject areas. (Davis & Winek, 1989) & (Weisberg, 1988).

Reading has called as a process of decoding a particular writing system into the language or the process of getting meaning from written material. Kustaryo (1988;8) has mentioned that reading is the meaningful interpretation of printed or verbal symbol furthermore, he concludes that reading is a combination of word recognition and intellect, and emotional interrelated with prior knowledge to understand the message communicated. Hornby (1971:5) indicated that to understand the message means to comprehend a text. The

ability to comprehend written language involves many factors such as interest and motivation, vocabulary, sentence structure, and many others (Burnes : 1985).

Furthermore, Grallet (1981) states that reading comprehension involve an understanding of the word, seeing the relationship between word and concepts, organizing the idea, recognizing the author 's purpose, and making judgment in evaluation, advantageous stage, the goal to be achieved are boarder and mostly about the concept of the reading. It doesn't read only require improvement in reading speed, but also in vocabulary recognition and comprehension of sentence as well as in paragraphs and complete reading selection.

According to (King and Stanley,1989;10), reading has five components contained in reading texts, which are appropriate with senior high school, they are as follows:

1. Finding Factual Information

Factual information requires readers to scan specific details. There are many types of questions of factual information such as question type of reason, purpose, result, comparison, means, identity, time, and amount in which most of the answers can be found in the text.

2. Finding the Main Idea

The main idea is the most important statement about the topic, so that in order to get easier in comprehending the text, the reader should recognize it well. Reading concerns with meaning to a greater extend than it is with from.

An efficient reader understands not only the ideas but also their relative significance, as expressed by the author, in other words, some of the ideas are super ordinate while other subordinates.

3. Finding the Meaning of the Vocabulary

Vocabulary is more than list of target language words. Vocabulary includes the right and appropriate used by word. It means that the larger vocabulary the smaller misunderstanding. So, by knowing the meaning of the vocabulary the readers can achieve reading comprehension as well. To find the meaning of vocabulary can be done by guessing it in the context. It is defined at the introduction that Vocabulary is a set of lexemes, including; single words, compound words and idiom by Richard, et al . (1992).

In another definition, vocabulary is the total number of words that make up a language by Hornby (1992), It means that vocabulary is different from word and also word is a sound or group of sound that express a meaning of forms an independent unit of a language.

Vocabulary is a basic component in learning language. According to Jeris, Hanry. Et. All (1990), vocabulary development is a skill worth the effort to improve your vocabulary affects not only reading skill, but also speaking, listening and writing skill as well. It means that in mastering four language skills, vocabulary is needed.

4. Identify Reference

In English, as in other languages, it would be clumsy and boring to have and to repeat the same word or phrase every time a reader uses it. Instead of

repeating the same word or phrase several times, we usually refer to it rather that repeat it. For this purpose, we use reference words most often, the reference expression will refer to a preceding word or phrase.

Recognizing reference words or phrase to which they refer will help a reader understand the reading passage. The English students might learn many rules for the sentence. Reference words are usually short and are very frequently pronouns, such as it, she, he, this, those, and so on.

5.   Making Inference

The important thing is needed in reading is understanding. A writer, however, does not write everything in detail, he expects the reader to understand. Writers use language efficiently and recognize what can be inferred from their sentences. In other words, an effective reader is able to understand those implications.

II.1.4. Reading Comprehension of Spoof Text

Reading is one of the most important language skills and it is an essential tool for lifelong learning for students. It is because reading is a resource for continuing an education, for the acquisition of new knowledge and skills, for gaining information through the media, especially newspapers, books, radio, television, and the computers. What is reading? Silberstein (1994:12) defines reading as "a complex information processing skill in which the reader interacts with the text in order to (re) create meaningful discourse".

Then, Shepherd and Mitchell (2009:3) define reading as "an individual's total inter-relationship with symbolic information". In addition, Harrison and Salinger (2002:89) state, reading is a complex activity and accomplished readers operate at a number of levels simultaneously. They are decoding and establishing meaning at the same time as they are responding to what they read, selecting particular aspects for consideration and evaluating effects. As conclusion, reading is an activity to build meaning that requires interactive processes between the reader and the text.

The goal of all reading instructions is ultimately targeted to help learners to have good comprehension of what they are reading. What is comprehension? Smith (2004:14), writes, "Comprehension may be regarded as relating aspects of the world around us -including what we read- to the knowledge, intentions, and expectations we already have in our head." Besides, Wynne (2008:68) writes that comprehension is "a strategic process by which readers construct or assign meaning to a text by using the clues in the text and their own prior knowledge." In addition, Rathvon (2008:210) defines comprehension as "understanding the words once they have been recognized". Therefore, it can be concluded that comprehension is an indispensable part of reading activity.

According to Ostrov (2003:1), one of the most important factors for indicating how well people read is comprehension. It means that reading comprehension becomes the goal of teaching reading. What is reading comprehension? According to Pardo (2004:272-280), reading comprehension

is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Thus, it is evident that students' reading comprehension needs to be improved to attain the best education.

Besides, Guthrie et al (2004:12) define reading comprehension as a process of learning from text where the reader interacts with the printed material to build new meanings. In addition, Rathvon (2008:210) states that reading comprehension is the product of two component skills: (1) decoding—recognizing the words on the page—and (2) comprehension—understanding the words once they have been recognized. It can be concluded that the goal of all reading instruction is ultimately targeted to help learners comprehend what they are reading.

Many teachers agree that students need reading skills in order to read with good comprehension. Mikulecky and Jeffries (1996:14), for example, write that "to find that our reading comprehension will improve we need some reading comprehension skills". In consequence, every teacher should aware that students' reading comprehension skills are important to be developed.

Regarding to the importance of developing reading comprehension skills, Brown (2003:187-188) identifies micro- and macro-skills for reading comprehension as follows:

Microskills

a. Discriminate among the distinctive graphemes and orthographic patterns of English.

b. Retain chunks of the language of different lengths in short term memory.

c. Process writing at an efficient rate of speed to suit the purpose.

d. Recognize a core or words, and interpret word order pattern and their significance.

e. Recognize grammatical word classes (nouns, verbs, etc), systems (e.g., tense, agreement, pluralization) patterns, rules, and elliptical forms.

f. Recognize that a particular meaning may be expressed in different grammatical forms.

g. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macroskills

h. Recognize the rhetorical forms of written discourse and their significance for interpretation.

i. Recognize the communicative functions of written text according to form and purpose.

j. Infer context that is not explicitly by using background knowledge.

k. Infer links and connection between events, ideas, etc., deduce causes and effects, and detect such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.

l. Distinguish between literal and implied meanings.

m. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

n. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

However, many students do not have reading comprehension skills, especially when reading in English. It causes them to have trouble in comprehending English texts.It can be inferred based on many studies that had been done by educators on effort of improving their students' reading comprehension. Oczkus (2012), for example, found that most of his students could not identify the main idea or even recall what they have just read. Therefore, teachers need to help the struggling readers to realize that when they read, they carry on an inner conversation with the text to build on to their own understanding of the writer's message.

One of the text types that should be comprehended by the senior high school students is spoof. Joko Priyana et al (2008:212) defines spoof as a type of story which has a twist (funny part in the end of the story). They then explain that it contains an unpredictable event, which makes the story funny. Based on the standard competence of reading skill, the goal of learning this text is the students are able to read it with comprehension.

One of the ways to have good comprehension when reading spoof text is by understanding its structure. Spoof text has three generic structures. Joko Priyana et al (2008:212). State that the text consists of the following structures.

a. The beginning of the story. It contains the introduction of characters and the setting of the story.

b. Series of events. It contains what happen to the characters.

c. Twist. It contains the unpredictable, funny ending of the story.

Similarly, Achmad Doddy et al (2008:126) write the genetic structures of spoof text as follows:

a. Orientation: the opening of the story which sets the scene.

b. Events: the details of the events in the story.

c. Twist: the funny or unpredictable ending of the story.

Here is an example of spoof text:

Vampire Bat

A vampire bat came flapping in from the night, face all covered in fresh blood and parked himself on the roof of the cave to get some sleep.

Pretty soon all the other bats smelt the blood and began hassling him about where he got it. He told them to piss off and let him get some sleep, but they persisted until he finally gave in.

"OK, follow me," he said and flew out of the cave with hundreds of bats behind him. Down through a valley they went, across a river and into a huge forest.

Finally he slowed down and all the other bats were excitedly around him with their tongues hanging out for blood.

"Do you see that large oak tree over there?" he asked. "YES, YES, YES!!!!" the bats all screamed in a frenzy.

"Good!" said the first bat, "Because I didn't."

Adapted from: http://www.office-humour.co.uk

According to Achmad Doddy et al., the social function of spoof text is to share with others a real story of which the ending is funny to amuse the audience or readers. That means this type of text has purposed to entertain readers using twist (unpredictable-funny ending). Therefore, the main twist of character in a funny story should be unpredictable and funny.

In conclusion, the ultimate reason for reading spoof text is to get the meaning, to understand, to interpret, and to reason. However, before attention to understand can begin, reading must be automatic and fluent. Based on the review of the theories above, the researcher concludes that the keys to a good understanding of spoof text are the ability to identify the orientation, identify the events, and identify the twist.

II.2 Review of Vocabulary

II.2.1 Nature of Vocabulary

As explained in the background of the study, vocabulary takes such a fundamental role in mastering English as a foreign language. There are some definitions of vocabulary proposed by some experts.

Hornby (1995: 1331) mentions his definition of vocabulary as the total number of words in a language and vocabulary as a list of words with their meanings. Richard and Schmidt (2002: 580) argue that a set of lexemes, including single words, compound words and idioms. Shared reading, defined by Hatch and Brown (1995) as the term vocabulary refers to a list or set of words for a particular language or words that individual speakers of a language might use.

According to our (1996: 60) vocabulary can be defined roughly as the world's teacher teaches in the foreign language. The term "words" here means that the new item of vocabulary maybe more than a single word, for example, father-in-law and police office, which are made up from two or more words but express a single definition or idea. In other cases there are also compound words called as multi-word idioms, for example call it a day.

From the definition above, it can be concluded that vocabulary is a set/list of words of a particular language, including single words, compound words and idioms that individual speakers of a language might use.

II.2.2 Kinds of Vocabulary

There are many kinds of vocabulary according to some experts. According to Nation (2001:24), there are two kinds of vocabulary. They are perceptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use. It is used passively in either listening

or reading. Productive vocabulary is utilized actively either in speaking or writing. Listening vocabulary is generally larger than speaking vocabulary while reading vocabulary is relatively larger than writing vocabulary. Therefore, it can be concluded that vocabulary can be presented in four units. They are listening, vocabulary, reading vocabulary, speaking, vocabulary, and writing vocabulary. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio and television. Speaking vocabulary includes the words people used in their daily life and conversation. The last is writing, vocabulary that consists of the word people use in writing essays, reports, letter, etc.

Harmer (1991:150) distinguishes two kinds of vocabulary. The first kind of vocabulary refers to the stock of words which have been taught by the teacher or learnt by the students and which are expected to be able to use. While the second term refers to the words of which the students will recognize when they meet them, but of which they will probably not be able to pronounce.

Furthermore, Hornby (2006: 1645) defines vocabulary as all the words that a person knows or uses, all the words in a particular language, the words that people use when they are talking about a particular subject, and a list of words with their meanings.

In addition, Thornburry (2002:4) states that there are two kinds of vocabulary or words. They are grammatical words (or function words) and content words. Further, he states that:

In term of the meanings associated with these word classes, we can make a crude division into two groups. On the one hand, there are words like for, and, them, to that mainly contribute to the grammatical structure of the sentence. These are called grammatical words (or function words) and are generally prepositions, conjunctions, determiners, and pronouns. On the other hand, there are content words, those that carry a high information load. Content words are usually nouns, verbs, adjectives, and adverbs (Thornburry, 2002:4).

In relation to kinds of vocabulary, Nation (2008:13-14) states that there are four kinds of vocabulary in the text: High frequency words. These words are almost 80% of the running words in the text; Academic words. Typically, these words make up about 9% of the running words in the text; Technical words. These words make up about 5% of the running words in the text; Low frequency words. These are the words of moderate frequency that did not manage to get into the high frequency list. They make up over 5% of the words in an academic text.

According to some expert opinions above, it can be withdrawn a conclusion that vocabulary can be sorted as follows:

a. Perceptive and productive vocabulary

b. The stock of words which have been taught by the teacher or learnt by the students and those of which the students will recognize when they meet them.

c. Grammatical and content words

d. Academic, technical, low frequency, and high frequency words

II.2.3. Importance of the Vocabulary

Vocabulary is the body of words that make up a language, and the importance of vocabulary in reading comprehension cannot be overstated. Without a good working knowledge of words and their meanings, both written and verbal communication will be poorly understood. Teachers and parents can emphasize reading and verbal interaction with children to help them build a strong working vocabulary.

Thornburry (2002:14) states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words. This implies that. The success of the learner in learning a language depends on not only the size of vocabulary but also vocabulary building.

Furthermore, Cameron (2001:72) believes that building a useful vocabulary is central to the learning of a foreign language at primary level. Building vocabulary means both understanding the meanings of words and learning to decode those words. Thus, the students can also enlarge their vocabulary mastery by using vocabulary building.

To show how important vocabulary is, Bromley (2004:3-4) states that vocabulary holds some important roles in teaching learning process. They are as follows:

1. Promoting Fluency. Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies.

2. Boosting Comprehension. Vocabulary knowledge strongly influences comprehension. In a component analysis of comprehension, word meanings were found to make up 74% of comprehension.

3. Improving Achievement. A large vocabulary means a large of conceptual knowledge which makes academic learning easier. Students with large vocabulary score higher on achievement test then those with small vocabularies.

4. Enhancing Thinking and communication. Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.

In conclusion, realizing that the knowledge of vocabulary is very important, learners have to pay a greater attention to the vocabulary teaching. Teachers can emphasize the importance of vocabulary early in school and continue to provide students with opportunities to build word skills. One way to do this is to pre-teach key words in all subjects. This strategy helps students grasp concepts that contain terms with which they may be unfamiliar. Putting emphasis on root words, prefixes, and suffixes assist

students in morphemic analysis, which combines this knowledge with the context to figure out a new word''s meaning. Multimedia tools are good ways to expose students to new concepts and enhance their desire to build vocabulary skills. If someone can master vocabulary well, He or she will be able to promote fluency, boost comprehension, improve achievement and enhance thinking and communication.

II.2.4 Vocabulary Mastery

According to John (2000: 16), vocabulary is the knowledge of knowing the meanings of words and therefore the purpose of a vocabulary test is to find out whether the learners can match each word with a synonym, a dictionary – tape definition, or an equivalent word in their own language. In learning vocabulary automatically they have to know the meaning of words themselves and can use it in sentences.

In brief, vocabulary mastery can be defined as a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of communication. It is the basic knowledge that students should master first before mastering English. Vocabulary learning is a principal issue for English learning because it comprises the basic building blocks of English sentences.

The vocabulary mastery is not a spontaneous process which is easy to be done. The process of vocabulary mastery begins when someone is still an infant. Basically, the baby's first language comes from the mother

tongue. They will master the vocabulary through the simple words by listening to the words which are uttered by someone else. It is known that English vocabulary learning cannot run successfully without English ability (English skills) because both of them are very important in English teaching and learning process. The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than that of daily conversation.

To make the discussion clearer, Harmer's opinion can be added. In his book, `

a. Meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning.

Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that is attached to the house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning.

A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

1. Synonym

The term of synonym derives from Greek: syn- + -nymy. The two parts mean "same and name". Synonymy deals with sameness of meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is words, whose denotation are the same but has different connotations.

2. Antonym

Antonym is the opposite of meaning. It derives from Greek, "ant- and nymy", the two parts mean "opposite + name". Antonym deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

3. Connotation

The connotation is more complicated than denotation. The connotation is the feeling and emotion that occur within a word. Thus, it can be said that connotation is the denotative meaning which is stretched. In other words, the connotation is the feeling and emotion associated with a meaning.

4. Denotation

Denotative meaning is called as some terms such as den notational meaning, cognitive meaning, conceptual meaning, ideational meaning,

referential meaning, or proportional meaning. This is called dennotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. Denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge.

b. Use

According to Nation (2001:1), there are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc.), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc.), and giving a well-known opposite or a well-known word describing the group or lexical set it fits into.

c. Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order, and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together.

According to Ur (1996: 60) there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

d. Pronunciation

According to Hewings (2004:3), the pronunciation of a language is the main components of speech which combine together. These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey meaning).Pronunciation can be said as the act of uttering with articulation; the act of giving the proper sound and accent; utterance; as, the pronunciation of syllables of words; distinct or indistinct pronunciation. It is a way in which language is spoken. It includes segmental feature, vowel, and the intonation patterns. The listeners are supposed to apply them well and correctly.According to Ur (1996: 60), there are some important points that should be considered when teaching vocabulary that is form (pronunciation and spelling). The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling). These are fairly obvious characteristics and the words will be perceived by the learners when encountering the items for the first time.

From the definitions above, it can be inferred that learners should master the words of the language because language consists of words. It is in order to be able to use the language approximately. Having mastered a large number of words, they will be able to express their ideas in the language approximately.

Richards (1976) lists the different things teaching need to know about a word before we can say that they have taught it.These include:

1. The meaning(s) of the word

2. Its spoken and written forms

3. What "word parts" it has (e.g., any prefix, suffix, and "root" form)

4. Its grammatical behavior (e.g., its word class, typical grammatical patterns it occurs in)

5. Its collocations

6. Its register

7. What associations it has (e.g., words that are similar or opposite in meaning)

8. What connotations it has

9. Its frequency

II.2.5 Principle of Vocabulary Teaching and Learning

When teaching or learning vocabulary, several principles should be kept in mind. Cameron (2001:93) writes down the general principles to help children in learning vocabulary:

a. The teachers can model how to use strategies and draw children"s attention explicitly to aspect of strategy use. Example: teacher can show how to find clues to the meaning of a new word in a picture.

b. The teacher can teach the sub skill needed to make use of strategies. Example: to use a dictionary efficiently requires knowledge of alphabetical order and lots of practice with it.

c. Classroom task can include structured opportunities for using the strategies. Example: when the teacher reads a story, teachers explicitly encourage prediction of the meaning of new word.

d. Independent strategy used can be rehearsed in classrooms. Example: students can be helped to prepare a list of words that they want to learn from a lesson, can show ways of learning from lists and a letter can be put in pairs to test each other.

e. Young learners can be helped to reflect on the learning process through evaluating their achievement. Example: at the end of a lesson, students can be asked how many new words they have learned and which words they needs to learn more about.

Brown (2002: 377) proposed some guidelines of communicative instructions in teaching and learning vocabulary:

a. Allocate specific class time to vocabulary learning.

b. Help students to learn vocabulary in context.

c. Play down the role of bilingual dictionaries.

d. Encourage students to develop strategies for determining the meaning of words.

e. Engaged in "unplanned" vocabulary teaching.

II.2.6 Vocabulary Teaching

Knowing the characteristics of the students is somehow important for teachers. It will be much helpful for the teacher to know what the students feel, what they need, and how the suitable learning method is. Jeremy (2001:37) states that:

The age of our students is a major factor in our decisions about how and what to teach. People of different ages have different needs, competencies, and cognitive skills; we might expect children of primary age to acquire much of a foreign language through play, for example, whereas for adults we can reasonably expect a greater use of abstract thought.

Students of junior high school are typically those who are in the age of 12-15 years old. They can be categorized as teenagers or adolescents. At this age, adolescents are looking for their identity and so that they have labil emotion. "It is widely accepted that one of the key issues in adolescence, especially perhaps in the west, is the search for individual identity, and that this search provides the key challenge for this age group (Harmer, 2001:39).

Furthermore, another characteristic of students of junior high school is that they are so enthusiastic and have a passionate commitment to things which interest them. As what have been stated by Harmer (2001:39),

Teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them. There is almost nothing more exciting than a class of involved young people at this age pursuing a learning goal with enthusiasm". He also adds that "we have some way from the teaching of young children. We can ask teenagers to address learning issues directly in a way that younger learners might not appreciate. We are able to discuss abstract issues with them. Indeed, part of our job is to provoke intellectual activity by helping them to be aware of contrasting ideas and

concepts which they can resolve for themselves-though still with our guidance.

In brief, teaching English vocabulary to Junior High School students needs an extra work and appropriate teaching method which is adjusted to the students' need and interest. Therefore, the teachers should be creative in finding interesting ways to teach vocabulary.

II.3. Writer's Text Organizations

Writers' text organizations, often called text structures, refer to the ways that authors organize information in text. Understanding of text organizations, or knowledge of how texts are organized, is useful for both writer and reader. Kathleen McWother (2010) states that "If you can see how a paragraph is organized, it will be easier to understand and remember". For the writer, a well organized outline of information serves as a blueprint for action. It provides focus and direction as the writer composes the document, which helps to ensure that the stated purpose is fulfilled. For the reader, clear organizations greatly enhances the ease with which one can understand and remember the information being presented. Readers seek out patterns to help make sense of information. When a reader is not able to find a pattern that makes sense, chaos and confusion abound.

There are many patterns that a writer can use to organize his/her ideas. Some experts have various terms to classify the writer's text organizational pattern. Angela Carrasquillo et al (2004:74) divides text structures into two

major types: *narrative* and *expository*. According to Janette Klingner et al., (2007:76) Narrative text structure typically follows a single, general, structural pattern, often called a story grammar. Then, according to Angela Carrasquillo et al (2004:74) the more common text organizations of expository text structure that writer use is time order, compare and contrast, problem and solution, cause and effect, and idea development (or description). Thus, the following should be explicitly taught to teach students to comprehend more effectively:

Table II.1

The Pattern of Writer's Text Organization

Writer's Text Organization	
Narrative	Expository
Story grammar - Characters - Setting - Problem/Solution - Plot	• Cause effect • Sequence • Description • Problem and solution • Compare and contrast

There is no rule to follow in choosing a pattern of organizations; one must simply think carefully about which pattern makes the most sense in helping the reader to better understand and remember the information. Heinemann (2012:1-2) writes, "Often, an author uses more than one text structure. For example, a recount of an event might be told sequentially, but an author might also compare and contrast information within the sequence of events". It can

be concluded that the specific pattern (or combination of patterns) chosen depends upon the particular topic and the objectives the writer has identified in the document.

Janette K. Klinger et al (2007:76) list five basic text organizational structures and the signals words and phrases that can serve as clues to help readers identify them as follows:

Table II.2

The Basic Text of Organizational Structures

Kind of text organizations	Signal words and phrases
Description Describes the attributes, specifics, and/or setting. The main idea is the "who, what, where, when, and how."	For example, for instance, this particular, specifically, such as, attributes of, properties of, Characteristics of, qualities of, in describing
Sequence Group's ideas by order or time. The main idea is the procedure or sequence of events related.	First, next, then, afterward, later, last, finally, following, to begin with, to start with, as time passed, continuing on, in the end, years ago, in the first place, before, after, soon, recently
Causation Presents causes or cause-and-effect relationships between ideas. The main idea is organized into cause-and-effect parts.	if/then, as a result, because, since, for the purpose of, caused, led to, consequences, thus, in order to, this is why, the reason, so in explanation, therefore
Problem/solution	*Problem*: problem, question, puzzle,

Portrays a problem and solutions. The The main idea is organized into two parts: a problem part and a solution part, or a question part and an answer part.	enigma, riddle, hazard, issue, query, need to prevent, the trouble *Solution*: solution, answer, response, reply, rejoinder, return, to satisfy the problem, to take care of the problem, in answer to the problem, to solve the problem, to set the issue at rest
Comparison Relates ideas on the basis of differences and similarities. The main The idea is organized into parts that provide a comparison, contrast, or alternative perspectives on a topic.	*Compare*: alike, have in common, share, resemble, the same as, is similar to, looks like, is like *contrast*: in contrast, but, not everyone, all but, instead, however, in comparison, on the other hand, whereas, in opposition to, unlike, differ, different, difference, differentiate, compared to, Whereas, although, despite
Listing Occurs with any of the above structures (i.e., when descriptions, Sequences, causation, problems/ Solutions, or comparison views are presented).	and, in addition, also, include, moreover, besides, first, second, third, subsequent, furthermore, at the same time, another

Heinemann (2012:1-2) writes that text structure is the way in which an author organizes the text in order to communicate the content. Thus, when students understand how a text is organized, they are more likely to identify

the relationship of ideas, comprehend, and retain the information read. Also, students who develop an understanding of text structure are more likely to transfer this knowledge to their writing. It can be concluded that understanding text structures are important for readers and writers.

Carrasquillo et al (2004:74) figures the following visualization to describe text structures (how text are organized) and the writing process.
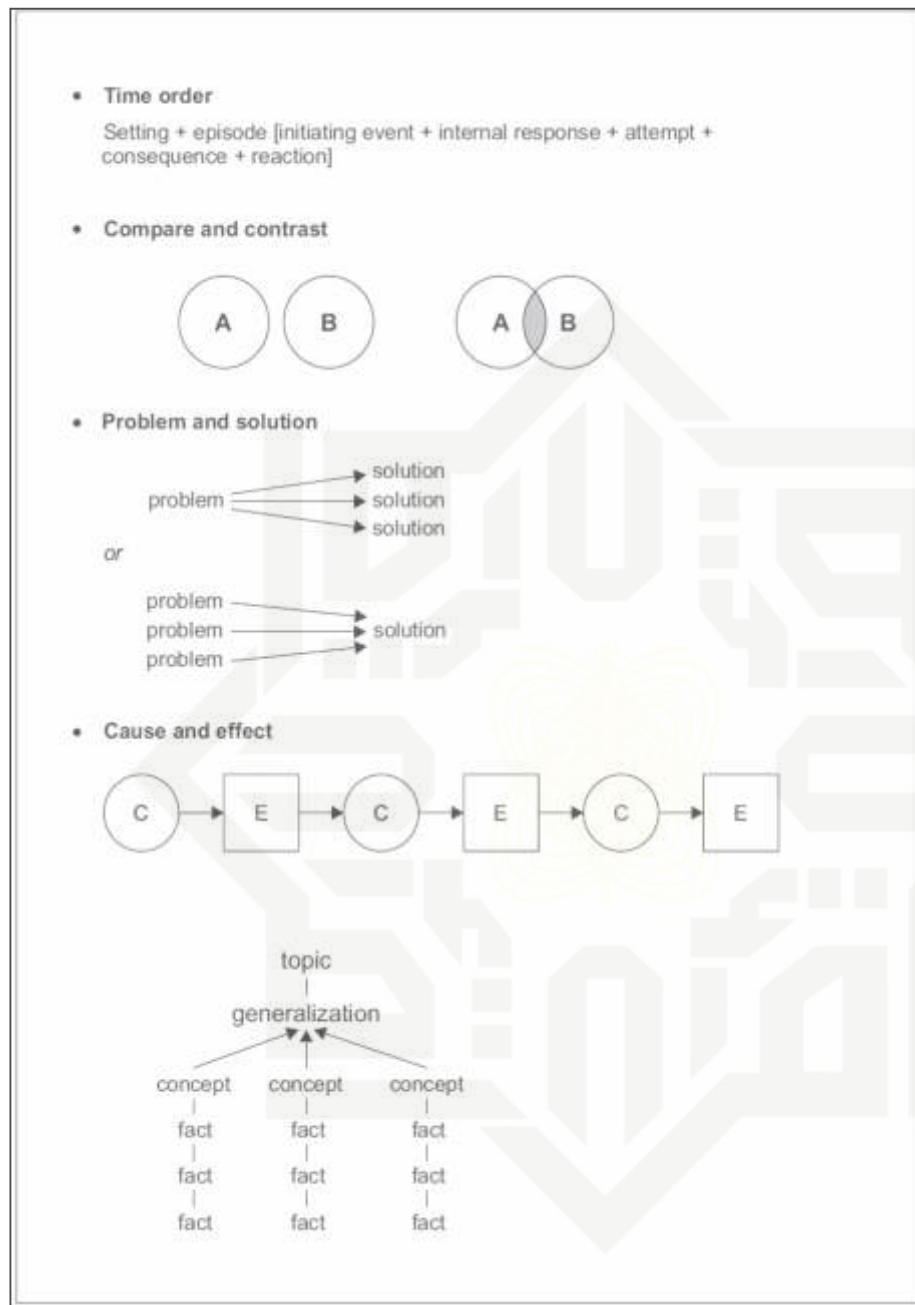
Detecting the writer's patterns of organization (text structure) of the major and minor details can help readers comprehend what they read. Moreover, knowledge of text structure can help writers to write a good text that is easily comprehended by readers. Thus, Carraquillo et al (2004-56) suggests several strategies for helping students organize text structures as follows:

Into Strategies

Into strategies are those instructional actions that prepare students for engagement with a particular activity. The strategies are:

a. Locate several well-structured problem-and-solution texts.

b. Ask students to read one of the texts selected.

c. Share with the students a road map of a particular geographical location. Ask the students what purposes road maps can serve.

d. Discuss with the students that all texts have a general organizational pattern, similar to that of a road map.

e. On a chalkboard, overhead projector, or chart paper, show the students the appropriate problem-and-solution framework.

f. On a chalkboard, overhead projector, or chart paper, shows the text that the student reads.

g. As each word is discussed, list the word and the relationship indicated on a wall chart for future use and reference.

h. Give students the opportunity to read additional problem-and-solution tests.

Through Strategies

'Through' strategies are those support systems that guide students as they actually engage with the activity. For the writing of a problem-and-solution text, they are the strategies that guide students as they write:

a. Once students have an understanding of the problem-and-solution structure of their reading, they are ready to apply this understanding to their writing.

b. As a whole class, in small groups, or individually, depending on the needs of the students, possible solutions are identified, listed, and discussed for each problem.

c. Using the problems and solutions identified, the students select a problem(s)-and-solution(s) structure to write about, and draw the structure. Each student must either have one problem with several possible solutions, or several problems with one solution.

d. Using their structure as a guide, students write problem-and-solution texts.

Beyond Strategies

'Beyond' strategies help students to reflect on what they have accomplished and learned. Beyond strategies bring to conscious awareness the processes in which students have engaged:

a. After students have drafted their problem-and-solution texts, they share their texts in a small group or with a partner.

b. As each text is shared, students identify the problem and solution.

c. Students also identify signals or connectives that have been used in the text. If additional signals or connectives are warranted, these are suggested and discussed.

In conclusion, students in senior high school are expected to be able to read different kind of text types. Different text types have different text organizations such as description, sequence, cause-effect, comparison etc.. Related to that, teachers should be able to teach these different kind of writer's text organizations in order to develop their students' writing skill. Consequently, the students should have knowledge of the ways texts are organized in order to improve their comprehension when reading. To measure someone knowledge of how texts are organized, Kathleen McWhorther (2010:207) designs an assessment based on ability to identify the thought pattern and to visualize the organization into the diagram.

II.4 Relationship between Writer's Text Organizations and Vocabulary toward Reading Comprehension of Spoof Text

As mentioned before, every text is organized in different ways. Therefore, there are different kinds of text organization such as description, sequence or chronological order, causation, problem/solution, etc. In otherwise, every student in senior high school is targeted to read different kinds of text with comprehension. According to the national curriculum, the goal of teaching reading to senior high school students is the students are able to comprehend a variety of text types that organized as procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking.

Regarding various kinds of text that should be learned by the students, many teachers teach, how the text is organized to the students in order to make them to be able to differentiate between a text type with others. Besides, it is because there is a relationship between text organizations and comprehension. Tony Buzan (2003:10) states that knowledge of text organizations can be used to increase reading speed and comprehension. Angela Carrasquillo et al (2004:84) also supports it. They state that as students read, their understanding of the structure of the text facilitates their comprehension. Thus, the students must understand how texts are organized in order to read with comprehension. While, vocabulary is also an important factor in the comprehension of language and the number of words acquired by a learner is related to competent language use (Nation, 1990). Students who have a limited vocabulary are at risk of not becoming proficient in reading (Beck and McKeown, 2005; Blachowicz and Fisher, (2000). In addition, vocabulary is a major factor of poor reading comprehension, and students' word knowledge is strongly linked to success in academics (NRP, 2000 and Nagy, 1998). Stahl and Nagy (2006) add that the more words we have, the more complex ways we can think about the world. Regarding the theories above, it can be inferred that writer's text organizations and vocabulary mastery are related to reading comprehension.

II.5 Related Studies

To support this research, related studies are needed. There have been many researchers investigated various researches of students' mastery of writer's text organization and vocabulary toward their reading comprehension of spoof text. Absolutely, there are some similarities and differences found in the terms of research design, variable used, research findings, and so on. Here are some of them:

a) A study conducted by Shirley V. Dikson et al.(2009:67), a study with title "Text Organizations and Its Relation to Reading Comprehension: A Synthesis of the Research". Their study focused on the effects and implication of text organizations, both physical presentation and text structure, and on reading comprehension, with special emphasis on the comprehension of diverse learners. Generally, they found that the effect on reading comprehension of the presentation and structure of text is more global than local. Well presented and structured text results in better comprehension of main ideas and relations between ideas than poorly presented or structured text.

There is a similarity with my thesis as study focused on implication of text organizations on reading comprehension. The difference of his research with the writer's research can be found in the reading comprehension strategy used by using presentation and the type of the research. In her research she applied two stay two strays as a strategy in teaching reading . Her research is action research, meanwhile the writer's research is correlational research.

b) a study conducted by Firooz Sadighi et al (2008:145-158) applied a study with title "Effects of Text Structure on Reading Comprehension as measured by Structured and Unstructured Summary Writing". The study was as an attempt to measure Iranian EFL learners' knowledge of rhetorical organizations (time sequence, causality, and problem solution) through structured and unstructured summary writing. The result of their study confirmed the effect of rhetorical organization's knowledge on learners' reading performance.

The difference of his research with the writer's can be found on the reading comprehension strategy used. In his research, he applied experimental research, the conventional strategy in the control group, meanwhile the writer used correlational research.

c) A study conducted by Soryya Vahidi (2008:145-158) did a study with the title "The Impact of EFL Learners' Rhetorical Organizations Awareness on English Academic/Expository Text Comprehension" His study basically examined discourse knowledge of paragraph structure and the comprehension of academic/expository text. In this regard, it is assumed that it is the interaction between textual competence, including textual cohesion or rhetorical organizations, and the text that can lead to discourse comprehension. The results of his study indicated that the terms of one group, there is a relationship between knowledge of text integration and text comprehension. The findings of his study also revealed that the stage of discourse comprehension requires sufficient knowledge of discourse pattern

to enable the readers to use clues for coherence and to focus on markers bringing logical relationship to the comprehension of academic text.

There is similarity with the present thesis that the study focused on knowledge of paragraph structure and the comprehension. The difference of his research with the writer's research can be found on the reading comprehension strategy used by using the comprehension of expository text, while the writer used spoof text. In her research she applied two stay two strays as a strategy in teaching reading . Her research is action research, meanwhile the writer's research is correlational research.

d) A study conducted by Bonnie J. F. Meyer and Melissa N. Ray (2011:127 152.) did a study with title "Structure Strategy Interventions: Increasing Reading Comprehension of Expository Text" Firstly, they reviewed the research that has served as a foundation for many of the studies examining the effects of text structure instruction. Text structures generally can be grouped into six categories: comparison, problem-and-solution, causation, sequence, collection, and description. Next, they provided a historical look at research of structure strategy interventions. Strategy interventions employ modeling, practice, and feedback to teach students how to use text structure strategically and eventually automatically. Finally, they reviewed recent text structure interventions for elementary school students. The results of their studies presented similarities and differences between these studies and applications for instruction. Then, they suggested that direct instruction, modeling, scaffolding, elaborated feedback, and adaptation of instruction to student

performance were keys in teaching students to strategically use knowledge about text structure.

There is a similarity with my thesis as study focused on implication of text organizations on reading comprehension; Text structures generally can be grouped into six categories: comparison, problem-and-solution, causation, sequence, collection, and description.. The difference of his research with the writer's research can be found on the reading comprehension strategy used by using strategy interventions employ modeling, practice, and feedback to teach students how to use text structure strategically and eventually automatically. In her research she applied two stay two strays as a strategy in teaching reading.

e) A study conducted by Ika : 2015 : entitled : The Use of Word Search Game to Develop Students' Vocabulary Mastery Of The Seventh Year Students at Mts Tarqiyatul Himmah. The objects of the research were two classes in the seventh year of MTs Tarqiyatul Himmah. The first class was 7A as the control group and the second class was 7B as the experimental group. The data were collected from the score of pre-test and post-test after the treatment. The data were tested using the t test formula by comparing the mean score of pre-test and post-test from both classes. The level of significance was set equal or less than 5%. The result of this study showed that t-value 5, 011 was higher than t-table 2, 063 with the degree of freedom (df) of 25. The research findings indicated that there was a

significant difference between control and experimental class after teaching vocabulary using word search game.

There is a similarity with my thesis as study focused on Students' Vocabulary Mastery. The difference of his research with the writer's research can be found in her research is an experimental research, meanwhile the writer's research is a correlational research.

f)   A study conducted by Rokhuma : 2011 entitled Comparative Study of Using Crossword Puzzle and Quarted Card to Enhance Students' Vocabulary Mastery. The method used in this study was true experimental by dividing the subjects into two experimental groups. Experimental group 1 was taught by using crossword puzzle and experimental group 2 was taught by using quarted card. The research design used was pre test-post test comparison group. The sample was taken from 27 students of IV A and 28 students of IV B at MI Al Iman Banaran Gunung Pati Semarang. The research findings concluded that crossword puzzle was more effective that quarted game. The difference of his research with the writer's research can be found in her research is experimental research, meanwhile the writer's research is correlational re search.

g)   Michelle (1999) carried out a research entitled "How Do I Teach My Students to Paraphrase Academic Content in Order to Improve Their Reading Comprehension?". The samples of the study were 24 students of J.E.B. Stuart High School, the finding showed that their students became

better equipped to handle difficult reading assignments and, in the process, were more successful at learning the substance of what they were reading.

h) Maryam, Hossein and Ahmad (2012) carried out a research entitled "The Effects of L1 Translation vs. Paraphrasing the Literary Texts on Female and Male Students Reading Comprehension". The data for this study were collected through two comprehension tests and a personal questionnaire from 40 English students who study at the University of Isfahan. The findings of the present study would help teachers and teacher trainers to construct and implement L1 and paraphrase in literature classes more effectively.

i) Sherliane T.Poai (2013) Faculty of English FKIP University Sintuwu Maroso Poso. The Title of research "The Students' Attitude Toward English Reading and Its Correlation to Their Achievement in Reading Comprehension". This research is the quantitative research, correlation. The sample of this research is 35 students as the object of the research. In collecting the data, the researcher used questionnaires and test. The aim of this study is To find out the correlation between the students' attitude toward English and their reading comprehension. The result of correlation between students' attitude and students' reading comprehension is from 35 students, 100% students that get a good achievement in reading comprehension have a positive attitude toward reading, students that get fairly good achievement in reading comprehension 66,66% have a positive attitude and 33,33% have a negative attitude in reading. Students with fair

achievement in reading comprehension 61,53% have a positive attitude and 38,46% have a negative attitude. Students with poor achievement in reading comprehension 45,45% have a positive attitude and 72,72% have a negative attitude. Students with very poor achievement 100% have a negative attitude. The highest score in reading comprehension got from the students with a positive attitude and the lowest score got from the students with a negative attitude.

j) Hagard (1982, 1985) developed the Vocabulary Self-Collection Strategy (VSS) for secondary students. In Vocabulary Self-Collection, students individually select unfamiliar words from content area or literature selections and use context to determine possible meanings. Students then meet in small groups to discuss and select two or three words to nominate to the class. The class meets together to discuss the nominated words. Words that cannot be defined from context are looked up in a dictionary or glossary. The class decides on a word list and the teacher finalizes the list by adding any additional words deemed essential to the current study. Students record their words in vocabulary notebooks or logs, and the teacher plans follow-up activities to provide additional learning experiences with the chosen words.
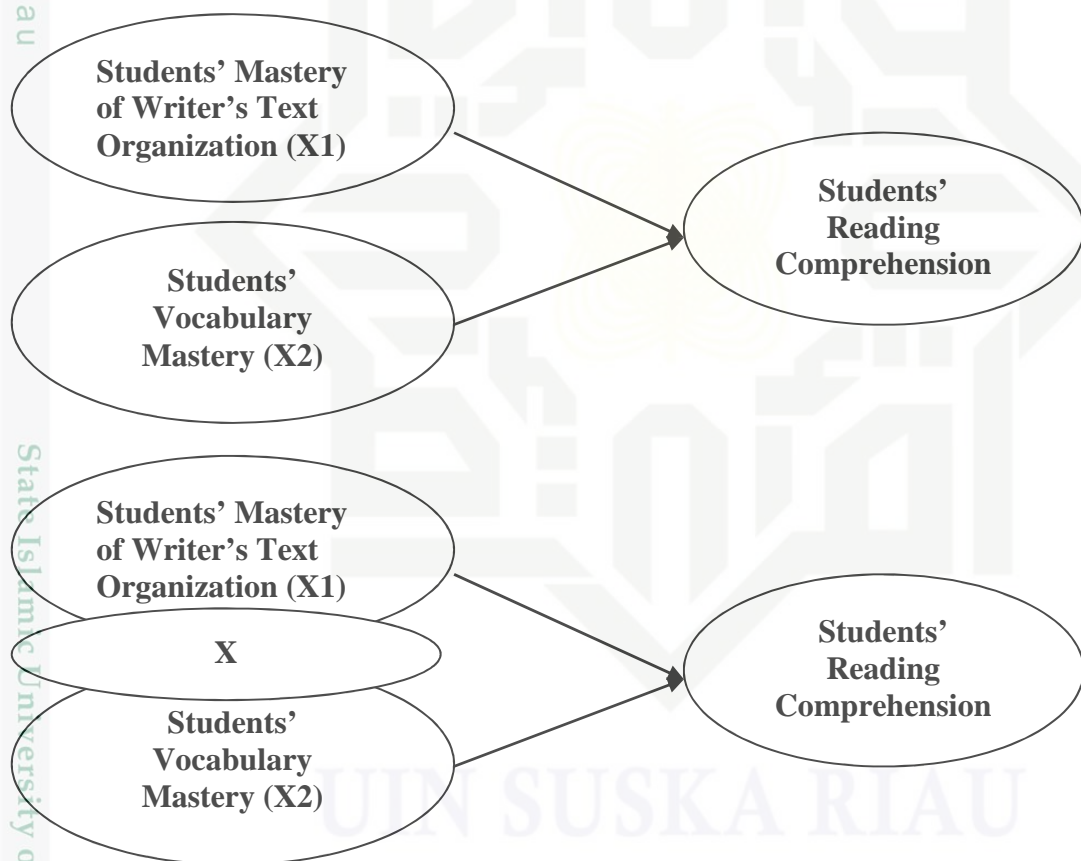
As conclusion, several researchers and professionals have studied about writer's text organizations (rhetorical organizations or also called text structures) in a variety of ways and also vocabulary. Their studies also have a variety of purposes. In this research, the researcher also studied about the

writer's text organizations to investigate its relationship with reading comprehension of spoof text.

II.6. Operational Concept

The concept of this study can be described in the diagram below :

The Conceptual Framework

This research consists of three variables, namely students' mastery of writer's text organizations, vocabulary, and students' reading comprehension of spoof text. In order to identify the students' mastery of writer's text organizations, vocabulary and measure the students' reading comprehension of spoof text, it is important to describe the indicator of each variable. From the review of the related theories, some indicators could be made as in the following table :

Table II.3

The Indicators of Each Variable

Variable	Indicators	Example of Questions
Mastery of writer's text organizations	1. Students are able to identify the text organization that is used by the writer 2. Students are able to visualize the text organization that is used by the writer.	- Read the following texts carefully and identify the text organization used! - Choose a diagram that shows the organization of the text!
Mastery of Vocabulary	1. Students are able to identify the meaning of the words. 2. Students are able to write the words in correct spelling. 3. Students are able to use	- What is the meaning of this word? - Please write this word! - Choose the best word to fill the blanks

		the words in context.
Reading comprehension of spoof text	1. Students identify the orientation 2. Students identify the events 3. Students identify the twist	- Who involved in the story? - Where did the story take place? - What are the important events in the story? - What is the funniest thing of the story?

II.7 The Assumption and Hypothesis

II.7.1 Assumption

In this research, there are various factors that influence students' reading comprehension. Kathleen McWother (2010) states that "If you can see how a paragraph is organized, it will be easier to understand and remember. Beck and McKeown, (2005); Blachowicz and Fisher (2000) also stated that students who have a limited vocabulary are at risk of not becoming proficient in reading. It is assumed that the writer's text organization and vocabulary could predict students' reading comprehension. This study also assumed that there was a significant correlation between students' mastery of writer's that organization and vocabulary toward their reading comprehension.

II.7.2 Hypothesis

Ha₁ : There is a significant influence of students' mastery of writer's text organization toward their reading comprehension of spoof text at Islamic Senior High School Al Islam Rumbio".

Ha$_2$: There is a significant influence of students' vocabulary mastery toward their reading comprehension of spoof text at Islamic Senior High School Al Islam Rumbio".

Ha$_3$: There is a significant influence of students' mastery of writer's text organization and vocabulary toward their reading comprehension of spoof text at Islamic Senior High School Al Islam Rumbio"