

**THE CORRELATION BETWEEN STUDENTS' MASTERY OF  
WRITER'S TEXT ORGANIZATION AND THEIR READING  
COMPREHENSION OF SPOOF TEXT AT ISLAMIC  
SENIOR HIGH SCHOOL AL ISLAM RUMBIO**



**BY**

**MHD. NAZURIL IKHWAN**

**NIM. 10814002290**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
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(S.Pd.)



By

**MHD. NAZURIL IKHWAN**

**NIM. 10814002290**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
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## ABSTRAK

**Mhd. Nazuril Ikhwan (2012): ”Hubungan antara Penguasaan Siswa terhadap Susunan Teks Penulis dan Pemahaman Membaca Mereka tentang Teks Spoof di Kelas XI pada Madrasah Aliyah Al-Islam Rumbio Kabupaten Kampar ”**

Pemahaman membaca menjadi faktor yang paling penting untuk mengetahui seberapa baik seseorang dalam membaca. Berbagai macam upaya dan strategi terus dilakukan untuk meningkatkan kemampuan siswa dalam memahami bacaan. Siswa harus mampu untuk menggunakan bermacam strategi membaca. Dan mereka harus mengenal strategi yang cocok dengan tipe teks yang mereka baca. Salah satu strategi adalah dengan kemampuan dalam memahami susunan teks penulis. Susunan teks penulis tidak hanya mengembangkan keterampilan menulis siswa, akan tetapi juga mengembangkan keterampilan membaca.

Pertanyaan umum yang harus dijawab oleh penelitian ini adalah : Apakah ada hubungan secara signifikan antara Penguasaan siswa tentang penyusunan teks penulis dengan pemahaman membaca mereka tentang teks spoof? Penelitian ini telah dilaksanakan untuk meyakinkan hubungan antara Penguasaan siswa tentang Susunan teks penulis dan Pemahaman membaca mereka tentang teks spoof di kelas XI pada Madrasah Aliyah Al-Islam Rumbio.

Desain penelitian ini adalah *Correlational research design*. Adapun subjek dalam penelitian ini adalah siswa kelas XI pada madrasah aliyah al-islam rumbio, dan total siswa berjumlah 30 orang dan objek dari penelitian ini adalah penguasaan siswa terhadap penyusunan teks penulis dan pemahaman membaca mereka tentang teks spoof.

Pengumpulan data dalam penelitian ini dilakukan dengan tes. Hasil dari analisa data mengungkapkan bahwa adanya hubungan antara penguasaan siswa terhadap susunan teks penulis dan pemahaman membaca mereka terhadap teks spoof secara signifikan. Berdasarkan temuan dari penelitian ini, disarankan kepada setiap guru bahasa Inggris untuk mengajarkan atau mengembangkan kemampuan susunan teks penulis untuk meningkatkan pemahaman membaca siswa dalam teks yang ber-*genre* spoof.

## **ABSTRACT**

**Mhd. Nazuril Ikhwan (2012): “The Correlation between Students’ Mastery of Writer’s Text Organization and Their Reading Comprehension of Spoof Text in Grade XI of Islamic Senior High School Al Islam Rumbio Kampar Regency”**

Reading comprehension becomes the most important factor to indicate how well the students read. Most of the students have low reading comprehension of spoof text, several different efforts and strategies are constantly done to improve the students’ reading comprehension of spoof text. However, there were some problems such as not all students can read spoof text with good comprehension and can understand how the writers organize the text. The students should be able to use many different reading strategies. And they should know that the strategies must be appropriate with the type of text they are reading. One of the reading strategies is an ability to understand writer’s text organizations. Writer’s text organizations not only to develop their students’ writing skill but also to develop their students reading comprehension.

The general question to be answered by this research is: Is there any significant correlation between students’ mastery of writer’s text organization and their reading comprehension of spoof text? This research has been conducted to determine the correlation between students’ mastery of writer’s text organization and their reading comprehension of spoof text in Grade XI of Islamic Senior High School Al-Islam Rumbio.

The design of this research is correlational research. The subject in this study is students in grade XI Islamic Senior High School Al Islam rumbio Kampar Regency, and the total number of the students are 30 students and objects of this study is students’ mastery of writer’s text organization and their reading comprehension of spoof text.

The data for this research has been collected by using tests. The results of the data analysis revealed that, there is a correlation between students’ mastery of writer’s text organization and their reading comprehension of spoof text significantly. Based on the findings of this research, it is suggested to every English teacher to give a teach or expand the writer’s text organization to increase reading comprehension in the genre of spoof text.

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# CHAPTER I

## INTRODUCTION

### A. Background of the Research

It must be obvious that reading is one of the ways, perhaps the most important way, of obtaining an education. Harris stated that reading ability is recognized as centrally important, since without it very little academic learning can go<sup>1</sup>. In view of that, reading is likewise a skill that teachers simply expect students to acquire.

The goal of reading is comprehension. Without comprehension, reading is nothing more than tracking symbols on a page with eyes and sounding them out. For that reason, comprehension becomes the most important factor to indicate how well the students read. The students who can read with good comprehension are indicated as good readers. In contrary, the students who cannot read the comprehension are indicated as poor readers. Thus, reading with comprehension becomes indispensable part of reading activity.

Concerning the important of ability to read with comprehension, the students at SMA/MA are targeted to be able to read different kinds of text types with good comprehension. According to the national curriculum, the scope of English subjects in Senior High Schools includes the ability to understand a variety of functional text, monologues and short-essay in form of procedure,

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<sup>1</sup>Albert Harris J, *How to Increase Reading Ability: a Guide to Developmental & Remedial Methods*, Fifth Edition, New York, David McKay Company, Inc, 1990, p. 1.

descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, reviews, and public speaking<sup>2</sup>.

To be able to read those different texts with comprehension, the students need reading strategies before, during, and after reading. There are many kinds of reading strategies that can be used before, during, and after reading. Since they have to read various kind of text, the students should be able to use many different reading strategies. Consequently, they should be aware that there are no good or bad strategies. They should know that the strategies must be appropriate with the type of text they are reading.

One of the reading strategies is an ability to understand writer's text organizations. It is in accordance with what is stated by Carrasquillo et al. that as students read, their understanding of the writer's text organizations facilitates their comprehension.<sup>3</sup> There are many ways text are organized, for example time order (chronological order), compare and contrast, problem and solution, cause and effect, illustration and example, etc. Students not only need to understand how these writer's text organizations operate in reading, but also how to produce them in their own writing. Thus, it is important for every language teacher to teach writer's text organizations to their students not only to develop their students' writing skill but also to develop their students reading comprehension.

All texts that should be understood by SMA/MA students are written through various kinds of writer's text organizations. Spoof text, for example, is organized in sequence. Therefore, when reading spoof text, the students should

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<sup>2</sup>Depdiknas, *SK dan KD Bahasa Inggris SMA/MA*, Jakarta, Puskur, Balitbang Diknas, 2006, p. 308.

<sup>3</sup>Angela Carrasquillo, *Beyond the Beginning*, Buffalo, Multilingual Matters Ltd, 2004, p. 74.



have a fairly clear understanding of the sequence to aid their comprehension. Thus, consequently, teachers must teach their students to master this kind of writer's text organizations. In addition, it can be assumed that the English teachers have taught different kinds of writer's text organizations to the students since they were in Junior High School.

However, based on researcher's preliminary research to the students at Islamic Senior High School Al Islam Rumbio, the researcher saw some phenomena such as some of the students were not able to recognize the ways of writers in organizing their texts. They do not know the different kinds of writer's text organizations although they have learnt to write different kinds of text genre since they were in Junior High School.

The researcher also found some students in Grade XI of Islamic Senior High School Al Islam Rumbio who could be categorized as poor readers. Furthermore, based on their teachers' data about the results of daily review (*Ulangan Harian/UH*) in doing reading assesment, most of the students' score do not reach the minimum criteria of completeness (KKM). The symptoms of students' difficulties in reading activity can be seen from these phenomena:

1. Some of the students get difficulty to recognize the ways text be organized.
2. Some of the students get difficulty to reach the standard score.
3. Some of the students get difficulty to recall the content of the story when they are asked by the teacher.

4. Some of the students get difficulty to find the meaning of unfamiliar word.
5. Some of the students get difficulty to analyze the content of the spoof text.

Based on those phenomena, the researcher wants to find out whether there is a positive correlation between students' mastery of the writer's text organizations and their reading comprehension of spoof text. Thus, the title of this thesis is "The Correlation between Students' Mastery of Writer's Text Organizations and Their Reading Comprehension of Spoof Text at Islamic Senior High School Al Islam Rumbio"

## **B. Definition of the Key Terms**

### 1. Correlation

Lewis defined correlation as "a statistic representing how closely two variables co-vary; it can vary from -1 (perfect negative correlation) through 0 (no correlation) to +1 (perfect positive correlation)"<sup>4</sup>. In this research, the researcher studied the cause and effect connection between students' mastery of text organizations and their reading comprehension of spoof text in which one of them causes or influences the other.

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<sup>4</sup>Antony Lewis, *WordWeb 5.00*, Princeton, Princeton University, 2007.

## 2. Mastery

Lewis defined the term mastery as “great skillfulness and knowledge of some subject or activity”<sup>5</sup>. In this research, the researcher defined it as students’ skillfulness and knowledge of writer’s text organizations.

## 3. Writer’s Text Organizations

Writer’s text organizations is the way of a writer in organizing ideas in order to make the readers easily comprehend the text. Carrasquillo et al., stated the common writer’s text organizations are description, sequence, compare and contrast, cause and effect, and problem and solution<sup>6</sup>.

## 4. Reading Comprehension

Guthrie, et al., stated that reading comprehension is process of learning from text where the reader interacts with the printed material to build new meanings<sup>7</sup>. From this definition, the researcher defines reading comprehension in this research as students’ ability in constructing new meanings from the text through their interaction process with printed material or text.

## 5. Spoof Text

Joko Priyana et al. defined spoof text as a type of text that contains an unpredictable event which makes the story of the text funny<sup>8</sup>. In this research, it is defined as a kind of texts, which has sense of humor.

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<sup>5</sup>*Ibid.*

<sup>6</sup>Angela Carrasquillo, *Op.cit.*, p.74-75

<sup>7</sup>Jhon Guthrie T., Wigfield, Allan, and Perencevich, Kathleen C., *Motivating Reading Comprehension: Concept-Oriented Reading Instruction*, New Jersey, Lawrence Erlbaum Associates, Inc, 2004, p.12

<sup>8</sup>Joko Priyana, Zayin Adib Muhammad, & Eka Denis Machfutra, *Interlanguage : English for Senior High School Student XI Language Study Programme*, Jakarta, Pusat Perbukuan, Departemen Pendidikan Nasional, 2008, p. 212.

## **C. The Problem**

### **1. The Identification of the Problem**

From the above background, the researcher could identify some problems that faced by the students as follows:

- a. Why do some of the students get difficulty to recognize the ways texts be organized, even though they have learnt to write different kinds of text genre since they were in junior high school?
- b. Why do some of the students get difficulty to reach the standard score?
- c. Why do some of the students get difficulty to recall the content of the story when they are asked by the teacher?
- d. Why do some of the students get difficulty to find the meaning of unfamiliar word?
- e. Why do some of the students get difficulty to analyze the content of the spoof text?
- f. How is the students' mastery of writer's text organizations in Grade XI of Islamic Senior High School Al Islam Rumbio?
- g. How is the students' reading comprehension of spoof text in Grade XI of Islamic Senior High School Al Islam Rumbio?
- h. Is there a significant correlation between students' mastery of writer's text organizations and their reading comprehension of spoof text in Grade XI of Islamic Senior High School Al Islam Rumbio?

## **2. The Limitation of the Problem**

Because of limited time, it is better for the researcher to restrict the problem in order to pay more attention to the specific problems. The researcher focused on the correlation between students' mastery of writer's text organizations and their reading comprehension of spoof text at Islamic senior high school Al Islam Rumbio.

## **3. The Formulation of the Problem**

To do this research, the researcher formulates the following research questions:

- a. How is the students' mastery of writer's text organizations in Grade XI of Islamic Senior High School Al Islam Rumbio?
- b. How is the students' reading comprehension of spoof text in Grade XI of Islamic Senior High School Al Islam Rumbio?
- c. Is there a significant correlation between students' mastery of writer's text organizations and their reading comprehension of spoof text in Grade XI of Islamic Senior High School Al Islam Rumbio?

## **D. The Objective and Significance of the Research**

### **1. The Objective**

The objective of this research is as follows :

- a. To find out the students' mastery of writer's text organizations in Grade XI of Islamic Senior High School Al Islam Rumbio.

- b. To find out the students' reading comprehension of spoof text in Grade XI of Islamic Senior High School Al Islam Rumbio.
- c. To find out whether there is a significant correlation between the students' mastery of writer's text organizations and their reading comprehension of spoof text in Grade XI of Islamic Senior High School Al Islam Rumbio.

## **2. The Significance of the Research**

Related to the objective of the research above, the significant of this research is as follows:

- a. To increase the researcher's knowledge of writer's text organizations and reading comprehension and then shares the knowledge to others.
- b. To encourages the students' intrinsic motivation to understand writer's text organizations in order to improve their reading comprehension of spoof text.
- c. To provide valuable information for other English researchers about the relationship between students' mastery of writer's text organizations and their reading comprehension of spoof text.
- d. To be useful for English teachers in developing appropriate policies and plans for promoting the important of mastering the writer's text organizations among the students.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Nature of Reading

Reading is not only the process in which the reader reads the words, sentences or the text but also by reading the reader intends to get something from the reading materials. By having a good skill in reading, we can enlarge our knowledge and get lot of advantages from it. Reading is the active process of understanding print and graphics text and also a thinking process.<sup>1</sup> Tankersley points out that reading is a complex process made up of several interlocking skills and process.<sup>2</sup> Moreover Barton in Bell and Lee state that reading is a dynamic process in which the reader works actively to construct meaning from the material.<sup>3</sup> It is clear that reading is a complex process where the readers' final purpose or intention is acquiring the meaning of the reading material.

Kalayo and Ansyari state that reading is an activity with purpose. A person may read in order to gain information, to get enjoyment, and to enhance the knowledge of the language being read.<sup>4</sup> Grabe also points out several purposes of reading namely reading to search information, reading for quick understanding,

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<sup>1</sup> The definition of Reading, Retrieved July 14, 2012, from [www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/.../reading.pdf](http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/.../reading.pdf).

<sup>2</sup> Karen Tankersley, *The Threads of Reading: Strategies for Literacy Development*. Alexandria, Association of Supervision and Curriculum Development, 2003, p., 2

<sup>3</sup> Lyanne Bell, Cheryl L. Lee, *Using Reading in Content Area Strategies to Improve Student Understanding in Family and Consumer Sciences*, *Journal of Family and Consumer Sciences Education*, Vol. 23, No. 2, Fall/Winter, 2005, p. 1

<sup>4</sup> Kalayo Hasibuan and Muhammad Fauzan Ansyari, *Teaching English as a Foreign Language*, Pekanbaru, Alaf Riau Graha, 2007, p. 114

reading to learn, reading to integrate information, reading to evaluate, critique and use information, reading for general comprehension (in many case, reading for interest or reading to entertain).<sup>5</sup> Furthermore Grellet also states about the reasons why a reader wants to read a reading material. The reasons are reading for pleasure and reading for information.<sup>6</sup> From the explanation above, the writer concludes that when a reader is engaged in reading activity for several purposes and those purposes also lead the reader to gain the important purpose of reading; comprehension.

Beside the purposes of reading are various, the ways of reading are also the same. According to Grellet, there are four main ways of reading. They are as follows:<sup>7</sup>

- a. Skimming : Quickly running one's eyes over a text to get the gist of it.
- b. Scanning : Quickly going through a text to find a particular piece of information.
- c. Extensive reading : Reading longer text, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.
- d. Intensive reading : Reading shorter text, to extract specific information. This is more an accuracy activity involving reading for details.

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<sup>5</sup>William Grabe, *Reading in a Second Language: Moving from Theory to Practice*, New York, Cambridge University Press, 2009, p. 8

<sup>6</sup>Francoise Grellet, *Developing Reading Skills: Practical Guide to Reading Comprehension Exercises*. New York: Cambridge University Press, 1981, p. 4

<sup>7</sup> *Ibid.*



Reading also involves the variety of skills. The main ones are listed below:<sup>8</sup>

- a. Recognizing the script of language
- b. Deducing the meaning and use of unfamiliar lexical item
- c. Understanding explicitly stated information
- d. Understanding information when not explicitly stated
- e. Understanding conceptual meaning
- f. Understanding the communicative value of sentences and utterances
- g. Understanding the relation within the sentence
- h. Understanding the relation between parts of a text through lexicon cohesion device
- i. Understanding cohesion between parts of a text through grammatical cohesion device
- j. Interpreting text by going outside it
- k. Recognizing Indicators in Discourse
- l. Identifying the main point in the piece of discourse
- m. Distinguishing the main idea from supporting details
- n. Basic reference skill
- o. Skimming
- p. Scanning

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<sup>8</sup>*Ibid*

## 2. The Nature of Reading Comprehension

Reading comprehension is the main purpose of reading activity. All readers of course intend to have connection to the material that they read. But of course the process of reading comprehension is also complex and it needs time for a reader to acquire the meaning of a reading material. Comprehension is an active process to which each reader brings his or her individual attitudes, interest, expectation, skills and prior knowledge.<sup>9</sup> While Durkin in Tankersley points out that comprehension is drawing meaning from words; it is the “essence of reading”.<sup>10</sup> Moreover Tankersley also states that comprehension is a process not product. Reader filters understanding through the lens of their motivation, their knowledge, cognitive abilities and experience.<sup>11</sup>

It is clear that comprehension is the main goal of reading. Comprehension includes constructing meaning and understanding from reading materials to the readers. Without having any sense of understanding a reading material, a reader cannot be said to have the level of comprehension and comprehension is influenced by the readers’ motivation, knowledge, cognitive abilities, and experience. Dorn and Soffos say that comprehending involves interpreting and syntetizing ideas in ways that influence the reader’s mind.<sup>12</sup>

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<sup>9</sup>Judith Westphal Irwin.. *Teaching Reading Comprehension Process*, California, Prentice-Hall, 1986, p. 7

<sup>10</sup>Karen Tankersley, *Op Cit.*, p.108

<sup>11</sup>*Ibid*

<sup>12</sup>Linda J. Dorn and Carla Soffos, *Teaching for Deep Comprehension: A Reading Workshop Approach*, Portland, Stenhouse Publisher, 2005, p. 14

A good reader will integrate four types of knowledges to expand their reading comprehension. They are as follows<sup>13</sup> :

- a. Generic knowledge : Generic knowledge is the reader's background information. It is cognitive information that the reader activates to construct meaning from the text.
- b. Text knowledge : Text knowledge relates to the precise message of the text including the content knowledge, vocabulary meanings and text structures.
- c. Strategic knowledge : Strategic knowledge is the readers' knowledge of specific strategies for problem solving, including cognitive strategy for sustaining and expanding the meaning of a text.
- d. Reflective knowledge : Reflective knowledge is the mind's ability to think abstractly. It involves thinking beyond the text.

According to Israel reading comprehension is a complex process that is difficult to define, much less teach and assess.<sup>14</sup> Reading comprehension is also a complex cognitive process.<sup>15</sup> While Rand Corporation in Tankersley states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.<sup>16</sup> Based on the explanation above, the writer then concludes that when the reading comprehension happens, there is a connection between the reader and the reading material, because the reader will connect their background knowledge

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<sup>13</sup>*Ibid*

<sup>14</sup>Susan E. Israel, *Metacognition in Literacy Learning: Theory, Assessment, Instruction and Professional Development*. Taylor & Francis e- Library, Laurence Erlbaum Associates, 2008, p .21

<sup>15</sup> *Ibid.*, p.22

<sup>16</sup>Karen Tankersley, *Op Cit*, p.,108

and the new information from the text. Reading comprehension can also be called as a complex cognitive process for every reader.

According to Tankersley reading comprehension is influenced by four main factors. They are as follows:<sup>17</sup>

- a. Command on the linguistic structure of the text,
- b. Adequate the vocabulary in content area,
- c. Degree of metacognitive control of the text and,
- d. Adequate domain knowledge.

The readers also use the knowledge, skills, and strategies to determine what the meaning is. Reader knowledge, skills and strategies include:<sup>18</sup>

- a. Linguistic competence : the ability to recognize the element of writing system; knowledge of vocabulary; knowledge of how words are structured into sentences.
- b. Discourse competence : knowledge of discourse markers and how they connect parts of the text to one another.
- c. Sociolinguistic competence : knowledge of different types of the texts and their usual structure and content.
- d. Strategic competence : the ability to use top-down strategies as well as knowledge of the language.

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<sup>17</sup>*Ibid.*, p.108-109

<sup>18</sup>Kalayo Hasibuan and Muhammad Fauzan Ansyari. *Op Cit.*, p. 115

Reading comprehension is not as simple process, though. There are many processes that must be passed by a reader in order to reach the comprehension itself and be an effective reader.

Good effective readers will make connection between their background knowledge and the new information. They also need to monitor their comprehension, make inference, use prediction and also visualize the information in the text.<sup>19</sup>

### **3. Student's Reading Comprehension of Spoof 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, 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."<sup>20</sup> Besides, Wynne 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."<sup>21</sup> In addition, Rathvon defines comprehension as "understanding the words once they have been

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<sup>19</sup> Karen Tankersley. *Op Cit.*, p. 91

<sup>20</sup> Frank Smith 2, *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read*, New York, Lawrence Erlbaum Associates, Publishers., 2004, p. 14

<sup>21</sup>Wynne, Sharon, *Reading Instruction Competence Assessment*, Boston, XAMonline, Inc., 2008, p.68

recognized”<sup>22</sup>. Therefore, it can be concluded that comprehension is indispensable part of reading activity.

Ostrov stated that one of the most important factors for indicating how well people read is comprehension<sup>23</sup>. It means that reading comprehension becomes the goal of teaching reading. What is reading comprehension? According to Pardo, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language<sup>24</sup>. Thus, it is evident that students’ reading comprehension needs to be improved to attain the best education.

Besides, Guthrie et al. defined reading comprehension as process of learning from text where the reader interacts with the printed material to build new meanings<sup>25</sup>. In addition, Rathvon 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<sup>26</sup>. 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, for example, write that “to find that our reading comprehension will improve we need some reading comprehension

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<sup>22</sup>Rathvon, J, *Collaborative Strategies for Teaching Reading Comprehension*, Chicago, American Library Association., 2008, p.210

<sup>23</sup>Rick Ostrov, *Power Reading*, San Francisco, Education Press., 2003,p.1

<sup>24</sup>Pardo L. S., *What Every Teacher Needs to Know about Comprehension. The Reading Teacher*, 58(3), 2004, p. 272-280.

<sup>25</sup> Guthrie et al, *Motivating Reading Comprehension: Concept-Oriented Reading Instruction.*, New Jersey, Lawrence Erlbaum Associates, Inc., Publishers. 2004, p.12

<sup>26</sup>Rathvon, J, Op.Cit., p.210

skills”<sup>27</sup>. 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<sup>28</sup> identifies micro- and macro-skills for reading comprehension as follows:

### **Microskills**

- a. Discriminate among the distinctive graphemes and orthographic pattern of English.
- b. Retain chunks of 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**

- a. Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b. Recognize the communicative functions of written text according to form and purpose.
- c. Infer context that is not explicit by using background knowledge.
- d. 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.
- e. Distinguish between literal and implied meanings.
- f. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

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<sup>27</sup>Mikulecky, B. S. & Jeffries. L, *Reading Power: Reading, Vocabulary Building, Comprehension Skills, Reading Faster*, New York, Longman., 1996, p.14.

<sup>28</sup>Brown, H. Douglas, *Teaching by Principles-2nd Edition*, New York, Pearson Education, Inc, 2003, P.187-188

- g. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of word 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 having 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, for example, found that most of his students could not identify the main idea or even recall what they have just read<sup>29</sup>. 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. define spoof as a type of story which has a twist (funny part in the end of the story)<sup>30</sup>. 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.

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<sup>29</sup>Oczkus, Lori D, *Reciprocal Teaching at Work Strategies for Improving Reading Comprehension*. Retrieved July 12, 2012 from: <http://www.amazon.com/gp/product/0872075141?ie=UTF8&tag=jrtvre-20&linkCode=as2&camp=1789&creative=9325&creativeASIN=0872075141>.

<sup>30</sup>Joko Priyana, *Op.cit.*, p. 207.



Achmad Doddy et al. wrote the generic structures of spoof text as follows<sup>31</sup>:

- 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 unpredictable funny 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.

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<sup>31</sup> Achmad Doddy, Achmad Sugeng, and Effendi, *Developing English Competencies 2 : For Senior High School (SMA/MA) Grade XI*, Jakarta, Pusat Perbukuan, Departemen Pendidikan Nasional, 2008, p. 126.

“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<sup>32</sup>. That means this type of text has purpose to entertain readers using twist (unpredictable-funny ending). Therefore, the main character of twist in a funny story should be unpredictable and funny.

In conclusion, the ultimate reason for reading spoof text is to get 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 good understanding of spoof text are the ability to identify the orientation, identify the events, and identify the twist.

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<sup>32</sup>*Ibid.* p.23

#### 4. The Factors Influence Student's Reading Comprehension of Spoof Text

Comprehension problems can be caused by a variety of different factors, including those intrinsic to the individual and others related to insufficient instruction or to inappropriate materials.<sup>33</sup> They are eight factors that may influence the comprehension of spoof text. They are as follows:<sup>34</sup>

- a. Limited of vocabulary knowledge.
- b. Lack of fluency.
- c. Lack of familiarity with the subject matter.
- d. Difficulty level of the text (readability).
- e. Inadequate use of effective reading strategies.
- f. Weak verbal reasoning.
- g. Problems with processing information.
- h. Problems in recalling information after reading.

One of the ways that influences comprehension when reading spoof text is by understanding its structure. Spoof text has three generic structures. Joko Priyana et al. state that the text consists of the following structures.

- 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.

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<sup>33</sup>Peter Westwood. *Op Cit.*, 33

<sup>34</sup>*Ibid.*

## 5. The Nature of Writer's Text Organization

Writer's 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 McWorther states that "If you can see how a paragraph is organized, it will be easier to understand and remember"<sup>35</sup>. For the writer, a well organized outline of information serves as a blue print 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 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., divide text structures into two major types: *narrative* and *expository*<sup>36</sup>. According to Janette Klingner et al., Narrative text structure typically follows a single, general, structural pattern, often called a story grammar<sup>37</sup>. Then, according to Angela Carrasquillo et al., the more common text organizations of expository text structure that writer use are time order, compare and contrast, problem and solution, cause and effect, and idea development (or

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<sup>35</sup>Kathleen McWorther, *Op.cit.*, p. 90.

<sup>36</sup>Angela Carrasquillo, Stephen B. Kucer and Ruth Abrams, *Beyond the Beginning*, Buffalo, Multilingual Matters Ltd, 2004, p. 74.

<sup>37</sup> Janette K. Klingner, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, New York, Guilford Press, 2007, p.76

description)<sup>38</sup>. Thus, the following should be explicitly taught to teach students to comprehend more effectively:

**Table II.1**  
**The Writer's Text Organizational Pattern**

Narrative	Expository
Story grammar  a. Characters  b. Setting  c. Problem/Solution  d. Plot	a. Cause effect  b. Sequence  c. Description  d. Problem and solution  e. 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 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"<sup>39</sup>. 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 for the document.

<sup>38</sup>Angela Carasquillo, *Op.cit.*, p. 51.

<sup>39</sup> Heinemann, *Using Heinemann Classroom Books to Support Nonfiction Instruction*, [www.heinemannclassroom.com](http://www.heinemannclassroom.com), retrieved on March 23, 2012, p.1-2

Janette K. Klinger et al. list five basic text organizational structures and the signals words and phrases that can serve as clues to help readers identify them as follows<sup>40</sup>:

**Table II. 2**

**Basic Text Organizational Structures, Signal Words and Phrases**

<b>Kind of text organizations</b>	<b>Signal words and phrases</b>
<p>Description</p> <p>Describes the attributes, specifics, and/or setting. The main idea is the “who, what, where, when, and how.”</p>	<p>for example, for instance, this particular, specifically, such as, attributes of, properties of, characteristics of, qualities of, in describing</p>
<p>Sequence</p> <p>Groups ideas by order or time. The main idea is the procedure or sequence of events related.</p>	<p>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</p>
<p>Causation</p> <p>Presents causes or cause-and-effect relationships between ideas. The main idea is organized into cause-and-effect parts.</p>	<p>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</p>

<sup>40</sup> Op.cit.,p. 76.

<p><b>Problem/solution</b> Portrays a problem and solutions. The main idea is organized into two parts: a problem part and a solution part, or a question part and an answer part.</p>	<p><i>problem:</i> problem, question, puzzle, enigma, riddle, hazard, issue, query, need to prevent, the trouble</p> <p><i>solution:</i> 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</p>
<p><b>Comparison</b> Relates ideas on the basis of differences and similarities. The main idea is organized into parts that provide a comparison, contrast, or alternative perspectives on a topic.</p>	<p><i>compare:</i> alike, have in common, share, resemble, the same as, is similar to, looks like, is like</p> <p><i>contrast:</i> 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</p>
<p><b>Listing</b> Occurs with any of the above structures (i.e., descriptions, sequences, causation, problems/solutions, or comparison)</p>	<p>and, in addition, also, include, moreover, besides, first, second, third, subsequent, furthermore, at the same time, another</p>

## 6. Students' Mastery of Writer's Text Organization

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 wrote that text structure is the way in which an author organizes the text in order to communicate the content<sup>41</sup>. 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 is important for readers and writers.

Carrasquillo et al.<sup>42</sup> figure the following visualization to describe text structures (how text are organized) and the writing process.

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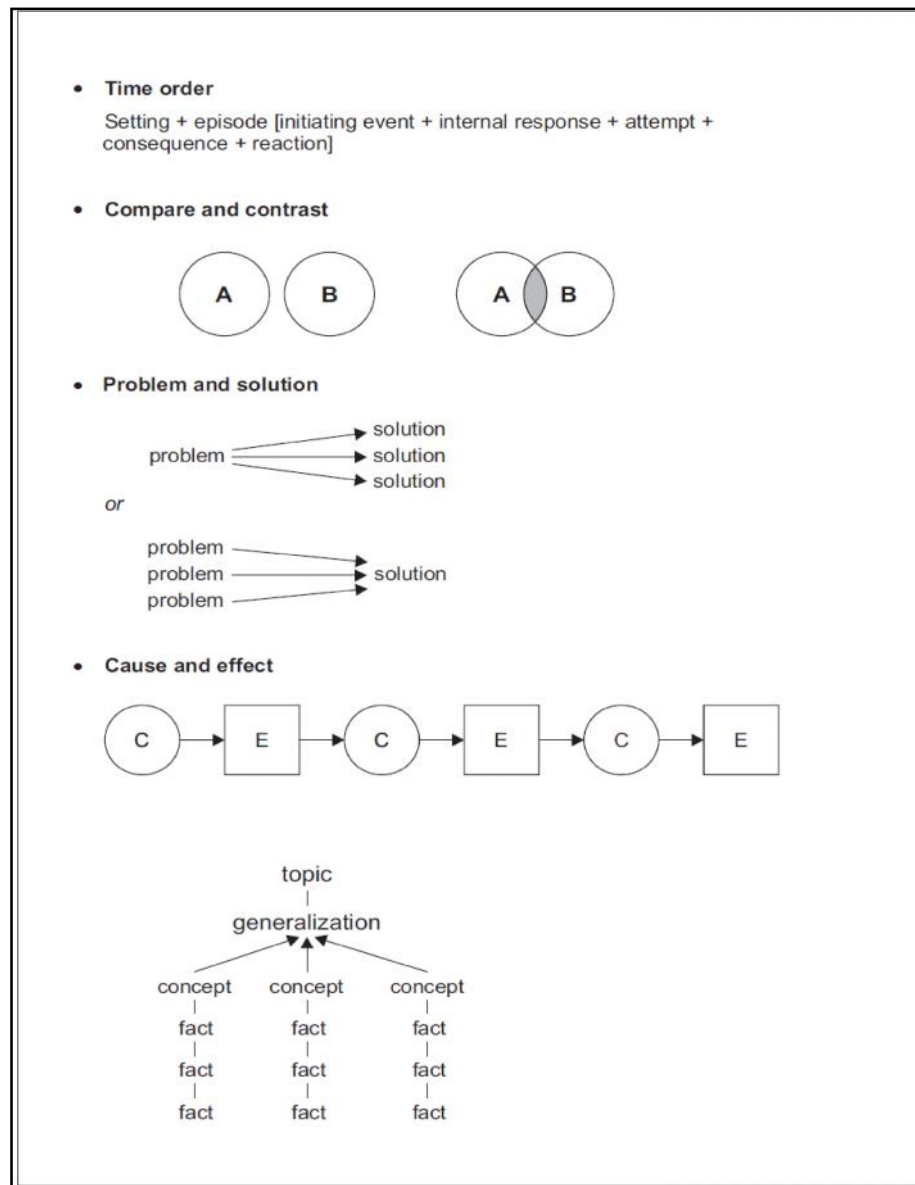
<sup>41</sup>Heinemann, *Op.Cit.*, p.1

<sup>42</sup>Angela Carasquillo, *Op.Cit.*, p.62



### II.3

#### The Description of Text Structures and 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.

## **7. The Ways to Improve Students' Mastery of Writer's Text Organization**

Thus, Carraquillo et al.<sup>43</sup> suggest several strategies for helping students organize text structures as follows:

### **a. Into Strategies**

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

- 1) Locate several well-structured problem-and-solution texts.
- 2) Ask students to read one of the texts selected.
- 3) Share with the students a road map of a particular geographical location.  
Ask the students what purposes road maps can serve.
- 4) Discuss with the students that all texts have a general organizational pattern, similar to that of a road map.
- 5) On a chalkboard, overhead projector, or chart paper, show the students the appropriate problem-and-solution framework.
- 6) On a chalkboard, overhead projector, or chart paper, show the text that the student read.
- 7) As each word is discussed, list the word and the relationship indicated on a wall chart for future use and reference.
- 8) Give students the opportunity to read additional problem-and-solution tests.

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<sup>43</sup>*Ibid.*, p.55-56

### **b. 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:

- 1) Once students have an understanding of the problem-and-solution structure from their reading, they are ready to apply this understanding to their writing.
- 2) 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.
- 3) 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.
- 4) Using their structure as a guide, students write problem-and-solution texts.

### **c. 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:

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

- 2) As each text is shared, students identify the problem and solution.
- 3) 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<sup>44</sup> designs an assessment based on ability to identify the thought pattern and to visualize the organization into diagram.

## **8. Relationship between Writer's Text Organizations and 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

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<sup>44</sup>Kathleen McWhorther, *Op.Cit.*, p.107

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<sup>45</sup>.

Regarding various kinds of text that should be learned by the students, many teachers teach how the text are organized to the students in order to make them to be able to differentiate between a text types with others. Besides, it is because there is a relationship between text organizations and comprehension. Tony Buzan states that knowledge of text organizations can be used to increase reading speed and comprehension<sup>46</sup>. Angela Carrasquillo et al. also support it. They state that as students read, their understanding of the structure of the text facilitates their comprehension<sup>47</sup>. Thus, the students must understand how texts are organized in order to read with comprehension. Regarding the theories above, it can be inferred that writer's text organizations and reading comprehension are related.

## **B. Relevance of the Research**

Shirley V. Dikson et al.<sup>48</sup> did 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

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<sup>45</sup> National Curriculum. *Op. Cit.*, p.308

<sup>46</sup> Tony Buzan, *The Speed Reading Book*, London, BBC Worldwide, 2003, p.150

<sup>47</sup> Angela Carrasquillo, *Op. Cit.*, p.84

<sup>48</sup> Shirley V. Dikson et, al., Text Organization and Its Relation to Reading Comprehension: A Synthesis of the Research, *Technical Report of University of Oregon*, Oregon, University of Oregon, No.17, 1995.

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.

Firooz Sadighi et al.<sup>49</sup> did 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 organizations knowledge on learners’ reading performance.

Soryya Vahidi<sup>50</sup> did a study with 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. Results of his study indicated that terms of one group, there is a relationship between knowledge of text integration and text comprehension. The

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<sup>49</sup> Firooz Sadighi, Mortaza Yamini, and M. Ali Ayatollahi, Effects of Text Structure on Reading Comprehension as Measured by Structured and Unstructured Summary Writing, *Research on Foreign Languages Journal of Faculty of Letters and Humanities* No.49, 2007.

<sup>50</sup> Soryya Vahidi, The Impact of EFL Learners' Rhetorical Organization Awareness on English Academic/Expository Text Comprehension, *Research on Foreign Languages Journal of Faculty of Letters and Humanities* No.41 Special Issue, English, 2008, p.145-158.

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.

Bonnie J. F. Meyer and Melissa N. Ray<sup>51</sup> 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 among 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.

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. Their studies also have a variety of purposes. In this research,

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<sup>51</sup> Bonnie J. F. Meyer and Melissa N. Ray, Structure Strategy Interventions: Increasing Reading Comprehension of Expository Text, *International Electronic Journal of Elementary Education*, 2011, 4(1), p.127-152.

the researcher also studied about the writer's text organizations to investigate its relationship with reading comprehension of spoof text.

### C. Operational Concept

This research consists of two variables, namely students' mastery of writer's text organizations and students' reading comprehension of spoof text. In order to identify the students' mastery of writer's text organizations 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. 4**

#### **The Indicator Descriptions of The Research Variable**

<b>Variable</b>	<b>Indicators</b>	<b>Example of Questions</b>
Mastery of writer's text organizations	<ol style="list-style-type: none"> <li>1. Students are able to identify the text organization that is used by the writer</li> <li>2. Students are able to identify the visualization of the text organizations that is used by the writer.</li> </ol>	<ul style="list-style-type: none"> <li>- Read the following texts carefully and identify the text organization used!</li> <li>- Choose a diagram that shows the organization of the text!</li> </ul>
Reading comprehension of spoof text	<ol style="list-style-type: none"> <li>1. Students identify the orientation</li> <li>2. Students identify the events.</li> </ol>	<ul style="list-style-type: none"> <li>- Who involved in the story?</li> <li>- Where did the story take place?</li> <li>- What are the important events in the story?</li> </ul>



	3. Students identify the twist	- What is the funny thing of the story?
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## D. Assumption and Hypothesis

### 1. Assumptions

In general, assumptions for this research can be exposed as the following:

- a. Students' reading comprehension of spoof text is various.
- b. The respond of students mastery of writers text organizations is various.

### 2. Hypothesis

Based on the assumption above, hypothesis for this study can be formulated as follows:

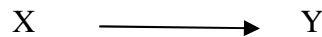
$H_a$  : There is a significant correlation between students' mastery of writer's text organizations and their reading comprehension of spoof text.

$H_o$  : There is no a significant correlation between students' mastery of writer's text organizations and their reading comprehension of spoof text.

**CHAPTER III**  
**THE RESEARCH METHOD**

**A. Research Design**

This study utilizes a correlational research design to determine cause and effect connection degree that X variable influences Y variable between students' mastery of writer's text organizations and their reading comprehension of spoof text. Gay and Airisian stated that correlational research involves collecting data to determine whether and to what degree a relationship exist between two or more variables<sup>1</sup>. The researcher believed that this research design is able to look at two variables. The two variables of this research are students' mastery of writer's text organizations (variable X) and their reading comprehension of spoof text (variable Y). The design of this research is represented below :



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X                                      = Students' Mastery of Writer's Text Organizations

Y                                      = Students' Reading Comprehension of Spoof Text

Where X variable influenced Y variable and determine if cause and effect relationship exists between those variables

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<sup>1</sup>Gay, L.R., & Peter Airasian. *Educational Research: Competencies for Analysis and Application*, New Jersey, Merrill Publishing Company, 2000, p. 312.

## **B. Location and Time of the Research**

This study was conducted at Islamic Senior High School Al Islam Rumbio in Kampar Regency. The school gives permission to the researcher to conduct this study with their students. Then, this research was conducted in the second semester of 2011/2012 academic year. It was done from April to June 2012.

## **C. Population and Sample of the Research**

All students in Grade XI of MA Al Islam Rumbio were referred as the population of this research because spoof text only studied by SMA/MA students in Grade XI. The total numbers of the students were 30 (sixteen females and fourteen males). Gay and Airisian state that for a correlational study, “30 participants are generally considered to be a minimally acceptable sample size”<sup>2</sup>. In relation to that theory, the sampling technique that had been used in this research was total sampling.

## **D. Techniques of Collecting Data**

The data for this research were collected through tests. To find out how is students’ mastery of writer’s text organizations; the researcher collected the data through test of writer’s text organizations. Then, to examine the students’ ability in understanding spoof text, the researcher measured the students’ reading comprehension of spoof text by giving them some spoof texts with comprehension questions.

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<sup>2</sup>*Ibid*, p. 332.

Suharsimi Arikunto stated that a good instrument must have two essential requirements: validity and reliability<sup>3</sup>. Therefore, both tests should have validity and reliability. The followings were the procedures of validity and reliability testing of this research.

### 1. Testing Validity

Heaton states that the validity of a test is “the extent to which it measures what it is supposed to measure and nothing else”<sup>4</sup>. In this research, the research questions in the instruments had been formulated based on the indicators of each variable and a review of the related literature. Then, questions to be asked in the instrument were examined by the thesis advisor beforehand to ascertain their validity and appropriateness.

**Table III.1**  
**Blue Print of the Test**

Variable	Indicators	Number of test items
Mastery of writer's text organizations	1. Students are able to identify the text organization that is used by the writer	1 to 10
	2. Students understand the visualization of the text organization that is used by the writer.	11 to 20
Reading	1. Students determine the orientation	1, 4, 7, 10, 13, 16, 19, 22, 25,

<sup>3</sup>Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, Jakarta, Rineka Cipta, 2006, p. 168.

<sup>4</sup> Heaton, J.B., *Writing English Language Tests*, New York, Longman, 1995, p. 159.

comprehension of spoof text	2. Students determine the events	and 28 2, 5, 8, 11, 14, 17, 20, 23, 26, and 29
	3. Students determine the twist	3, 6, 9, 12, 15, 18, 21, 24, 27, and 30

## 2. Testing Reliability

To test the instrument reliability, the researcher used Hoyt's formula. Arikunto describes the steps of Hoyt's formula analysis as follows<sup>5</sup>:

1. The sum of respondents' square:

$$JK_{(r)} = \frac{\sum X_t^2}{k} - \frac{(\sum X_t)^2}{(k \times N)}$$

where

$JK_{(r)}$  = the sum of respondent square

$k$  = the sum of items

$N$  = the sum of respondent

$X_t$  = total square of each respondent

2. The sum of the item square:

$$JK_{(b)} = \frac{\sum B^2}{N} - \frac{(\sum B_t)^2}{(k \times N)}$$

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<sup>5</sup>Hoyt, *Op.cit.*, p. 191-195.

where

$JK_{(b)}$  = the sum of item square

$\sum B^2$  = the sum of all correct item square

$(\sum B_i)^2$  = the square of total score

3. The sum of the total square:

$$JK_{(t)} = \frac{(\sum B) (\sum S)}{(\sum B) + (\sum S)}$$

$JK_{(t)}$  = the sum of total square

$\sum B$  = the sum of correct items

$\sum S$  = the sum of wrong items

4. The sum of the rest square:

$$JK_{(s)} = JK_{(t)} - JK_{(r)} - JK_{(b)}$$

5. Using F table to find out the respondent variance and the rest variance. It needs

the formula of d.b. (degree of freedom).

d.b. = The number of N of each variance - 1

$$\text{variance} = \frac{\text{the sum of square}}{d.b.}$$

d.b. total =  $(k \times N) - 1$

d.b. respondent =  $N - 1$

$$\text{d.b. item} = k - 1$$

$$\text{d.b. rest} = \text{d.b. total} - \text{d.b. respondent} - \text{d.b. item}$$

6. Using the Hoyt's formula.

$$r_{11} = 1 - \frac{V_s}{V_r}$$

$r_{11}$  = the reliability of the whole items

$V_s$  = the variance of respondent

$V_r$  = the variance of the test

### E. Techniques of Data Analysis

In analyzing the data which were collected through tests of the two variables, the researcher used this formula:

$$\text{Student's score} = \frac{\text{Correct answer}}{\text{Total number of test items}} \times 100$$

Then, to interpret the student's score, the researcher adapted Riduwan's<sup>6</sup> scale as follows:

**Table III.2**

**The Scale of Score and Interpretation of the Score**

Scale of scores	Interpretation of the score
81 – 100	Very poor
61 – 80	Poor
41 – 60	Fair
21 – 40	Good
0 – 20	Very good

<sup>6</sup>Riduwan, *Dasar-dasar Statistika*, Bandung, Alfabeta, 2009, p. 36-41

Next, to present the data in the relative frequency (percentage), the researcher used the formula that suggested by Sudijono<sup>7</sup> as follows:

$$p = \frac{f}{N} \times 100\%$$

Where,

f = the frequency of percentage was looking for

N = number of cases

p = percentage

Finally, in order to determine whether and to what degree a relationship exist between students' mastery of writer's text organizations and their reading comprehension of spoof text, the researcher analyzed the data by using the formula of Product Moment Correlation that suggested by Riduwan as follows<sup>8</sup>:

$$r = \frac{n \cdot (\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \{n \cdot \sum Y^2 - (\sum Y)^2\}}}$$

The researcher used this correlation analysis because the data that had been gained in the research were interval data. The steps of using this formula were as follows:

1. Make  $H_a$  and  $H_o$  in form of sentences.
2. Make  $H_a$  and  $H_o$  in form of statistic.
3. Make table to help the researcher in calculating the correlation value.

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<sup>7</sup>Anas Sudijono, *Pengantar Statistik Pendidikan*, Jakarta, Rajawali Press, 2009, p.43

<sup>8</sup>Riduwan, *Op.Cit*, p. 228.



4. Input the statistic numbers from table helper to the following formula:

$$r = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \{n \cdot \sum Y^2 - (\sum Y)^2\}}}$$

5. Decide the contribution of variable X toward variable Y by using the following formula:

$$KP = r^2 \cdot 100\%$$

6. Test the significance by using  $t_{\text{test}}$  formula as follow:

$$t_{\text{test}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

7. Find out the degree of error ( $\alpha$ ) = 0.05 or 0.01 with the degree of freedom ( $df$ )  
=  $n - 2$

8. Make conclusion.

## **CHAPTER IV**

### **THE DATA PRESENTATION AND DATA ANALYSIS**

#### **A. Data Presentation**

In this chapter, the researcher presents the findings of the study and present the data obtained through the test. They are all about the correlation between students' mastery of writers' text organization and their reading comprehension of spoof text at Islamic senior high school al-islam Rumbio Kampar regency.

To determine the students' mastery, it can be seen from the scores gained from the test given to the students. Then, the writer has given two kinds of the test. They are mastery of writers' text organization and reading comprehension of spoof text tests.

##### **a. Mastery of writer's text organization**

To get the data dealing with the mastery of writers' text organization, the writer provides and give students multiple choice test, which consists of 20 questions.

##### **b. Reading comprehension of spoof text.**

The writers provides and give students multiple choice tests consists of 30 questions.

## 1. Results of Students' Mastery of Writers' Text Organization

The researcher administered the test of students' mastery of writers' text organization personally to ensure a better response rate as well as to avoid misunderstanding while providing answers. The participating students were also reminded that their answer should only cover their mastery of writers' text organization. A total of sample, 30 students, participated in this test. The test was employed to elicit information regarding kinds of students' mastery of writers' text organization. The followings were research findings from the test.

**Table IV. 1**  
**The Categories of Students' Mastery of Writers' Text Organization**

No	Students	Scores	Categories
1	Student 1	95	Very Good
2	Student 2	55	Fair
3	Student 3	80	Good
4	Student 4	75	Good
5	Student 5	100	Very Good
6	Student 6	80	Good
7	Student 7	70	Good
8	Student 8	80	Good
9	Student 9	90	Very Good
10	Student 10	35	Poor
11	Student 11	90	Very Good
12	Student 12	60	Fair
13	Student 13	50	Fair
14	Student 14	85	Very Good
15	Student 15	40	Poor
16	Student 16	50	Fair
17	Student 17	50	Fair
18	Student 18	75	Good
19	Student 19	55	Fair
20	Student 20	40	Poor
21	Student 21	35	Poor
22	Student 22	55	Fair
23	Student 23	40	Poor
24	Student 24	30	Poor
25	Student 25	80	Good
26	Student 26	65	Good
27	Student 27	80	Good
28	Student 28	40	Poor
29	Student 29	80	Good
30	Student 30	90	Very Good
	Total Scores	1950	
	Mean Score	65	Good

Based on the table IV.1, the researcher concluded that students' mastery of writers' text organization generally was interpreted as **Good**. It was because the students' scores on the test in average was .65. Based on the criteria of score interpretation as suggested by Riduwan<sup>1</sup>, a score is interpreted as **good** if it is in scale of 61 – 80.

From table IV.1, the researcher summed up their mastery of text organization as follows:

**Table IV.2**  
**Students' Mastery of Writers' Text Organization**

No	Categories	F	%
1.	Very good	6	20.00
2.	Good	10	33.34
3.	Fair	7	23.33
4.	Poor	7	23.33
5.	Very poor	0	
	Total	30	100

The table above shows how the students' mastery of writers' text organization of Islamic senior high school Al-Islam Rumbio Kampar regency. The researcher found 20% of the students have very good mastery of writers' text organization, 33.347% of the students have good mastery of writers' text organization, and 23.33% of the students have fair mastery. And 23.33 of the students have poor mastery of writers' text organization. As conclusion, students mastery of writers' text organization is **good** but need to be improved. It means,

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<sup>1</sup>Riduwan, *Op.Cit.*, p.41

the teachers should help their students to develop their mastery of writers' text organization.

## 2. Results of Students' Reading Comprehension of Spoof Text

To examine the students' reading comprehension of spoof text, the researcher administered the test of comprehending the spoof text. Each student was given the test of spoof text. A total of sample, 30 students, participated in the test. The result of the test is as follows:

**Table IV.3**  
**The Categories of Students' Reading Comprehension of Spoof Text**

No	Students	Scores	Categories
1	Student 1	97	Very good
2	Student 2	43.33	Fair
3	Student 3	93.33	Very Good
4	Student 4	70	Good
5	Student 5	93.33	Very Good
6	Student 6	70	Good
7	Student 7	100	Very good
8	Student 8	93.33	Very Good
9	Student 9	100	Very Good
10	Student 10	33.33	Poor
11	Student 11	100	Very Good
12	Student 12	73.33	Good
13	Student 13	70.00	Good
14	Student 14	73.33	Good
15	Student 15	63.33	Good
16	Student 16	40.00	Poor
17	Student 17	33.33	Poor
18	Student 18	83.33	Very Good
19	Student 19	40.00	Poor
20	Student 20	53	Fair
21	Student 21	36.67	Poor
22	Student 22	56.67	Fair
23	Student 23	37	Poor
24	Student 24	50.00	Fair
25	Student 25	73.33	Good
26	Student 26	53.33	Fair
27	Student 27	93.33	Very good
28	Student 28	30.00	Poor
29	Student 29	73.33	Good
30	Student 30	100.00	Very Good
	Total Score	2027	
	Mean Score	67.56	Good

Based on the table above, the researcher concluded that students' reading comprehension of spoof text generally was interpreted as **good**. It was because the students' scores on the test in average was 67.56. As mentioned before, Riduwan<sup>2</sup> states that a score is interpreted as **good** if it is in scale of 61 – 80.

Based on table IV.3, the researcher summed up students' reading comprehension of spoof text as follows:

**Table IV.4**  
**Students' Reading Comprehension of Spoof Text.**

No	Categories	F	%
1.	Very good	10	33.33
2.	Good	8	26.67
3.	Fair	5	16.67
4.	Poor	7	23.33
5.	Very poor	0	
	Total	30	100

Table IV.4 shows how the students' reading comprehension of spoof text at grade XI of Islamic senior high school al-islam rumbio Kampar regency. The researcher found 33.33% of the students have very good ability in comprehending spoof text, 26.67% of the students have good ability in comprehend it, 16.67% of the students have fair ability in comprehending the spoof text, and 23.33% of the students have poor ability level. As conclusion, students' ability in comprehending spoof text is **good** but needs to be improved.

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<sup>2</sup>*Ibid.*, p.41

## B. Data Analysis

### 1. Students' Mastery of Text Organization

To help the researcher in finding out the significant correlation between the students' mastery of text organization and their reading comprehension of spoof text, the researcher scored from the test. Then, the researcher categorized the students' scores from the test as follows:

**Table IV.5**

**Students Mastery of Writers' Text Organization**

Item of The Test	Categories				
	Very Good	Good	Fair	Poor	Very Poor
Students' mastery of writers' the text organization	6 (20.00%)	10 (33.34%)	7 (23.33%)	7 (23.33%)	0 (0%)

The table above shows how the students' mastery of writers' text organization of Islamic senior high school Al-Islam Rumbio Kampar regency. The researcher found 20% of the students have very good mastery of writers' text organization, 33.34% of the students have good mastery of writers' text organization, and 23.33% of the students have fair mastery, and 23.33% of the students have poor mastery of writers' text organization.

## 2. Students' Reading Comprehension of Spoof Text

From the result of the test, the researcher categorized the students' scores as follows:

**Table IV.6**  
**Students' Reading Comprehension of Spoof Text**

No	Categories	F	%
1.	Very good	10	33.33
2.	Good	8	26.67
3.	Fair	5	16.67
4.	Poor	7	23.33
5.	Very poor	0	
	Total	30	100

Table IV.6 shows how the students' reading comprehension of spoof text at grade XI of Islamic senior high school al-islam Rumbio Kampar regency. The researcher found 33.33% of the students have very good ability in comprehending spoof text, 26.67% of the students have good ability in comprehend it, 16.67% of the students have fair ability in comprehending the spoof text, and 23.33% of the students have poor ability. As conclusion, students' ability in comprehending spoof text is **good** but needs to be improved.

## 3. Correlational Statistics

As mentioned before, to analyze the correlation between variable X (students' mastery of writers' text organization) and variable Y (students' reading comprehension of spoof text), the researcher used a correlation coefficient called *Pearson's r* or Pearson Product Moment.



To do this the researcher adapted the steps of testing the correlation as suggested by Riduwan. The steps to compute the correlation were as follows:

- a. Make  $H_a$  and  $H_o$  in form of sentences

$H_a$ : There is a significant correlation between the students' mastery of writers' text organization and their reading comprehension of spoof text.

$H_o$ : There is no significant correlation between the students' mastery of writers' text organization and their reading comprehension of spoof text.

- b. Make  $H_a$  and  $H_o$  in form of statistic

$H_o$ :  $r = 0$

$H_a$ :  $r \neq 0$

- c. Make table to help the researcher in calculating the correlation value

**Table IV. 7**  
**Table for Calculating the Correlation Value**

No	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	95	97	9025	9345.089	9183.65
2	55	43.33	3025	1877.778	2383.333
3	80	93.33	6400	8711.111	7466.667
4	75	70	5625	4900	5250
5	100	93.33	10000	8710.489	9333
6	80	70	6400	4900	5600
7	70	100	4900	10000	7000
8	80	93.33	6400	8710.489	7466.4
9	90	100	8100	10000	9000
10	35	33.33	1225	1110.889	1166.55
11	90	100	8100	10000	9000
12	60	73.33	3600	5377.289	4399.8
13	50	70.00	2500	4900	3500
14	85	73.33	7225	5377.289	6233.05
15	40	63.33	1600	4010.689	2533.2
16	50	40.00	2500	1600	2000
17	50	33.33	2500	1110.889	1666.5
18	75	83.33	5625	6943.889	6249.75
19	55	40.00	3025	1600	2200
20	40	53	1600	2844.089	2133.2
21	35	36.67	1225	1344.689	1283.45
22	55	56.67	3025	3211.489	3116.85
23	40	37	1600	1344.689	1466.8
24	30	50.00	900	2500	1500
25	80	73.33	6400	5377.289	5866.4
26	65	53.33	4225	2844.089	3466.45
27	80	93.33	6400	8710.489	7466.4
28	40	30.00	1600	900	1200
29	80	73.33	6400	5377.289	5866.4
30	90	100.00	8100	10000	9000
	X=	Y=	X <sup>2</sup> =	Y <sup>2</sup> =	XY =
	1950	2027	139250	153640	143998

d. Input the statistic numbers from table helper to the following formula:

$$\begin{aligned}
 r &= \frac{n \cdot (\sum XY) - (\sum X) \cdot (\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \cdot \{n \cdot \sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{30 \cdot (143998) - (1950) \cdot (2027)}{\sqrt{\{(30) \cdot (139250) - (1950)^2\} \cdot \{(30) \cdot (153640) - (2027)^2\}}} \\
 &= \frac{4319940 - 3952650}{\sqrt{\{4177500 - 3802500\} \cdot \{4609200 - 4108729\}}} \\
 &= \frac{367290}{\sqrt{\{375000\} \cdot \{500471\}}} \\
 &= \frac{367290}{\sqrt{18767662500}} \\
 &= \frac{367290}{433216.60} \\
 &= 0.847
 \end{aligned}$$

As the result, there is a correlation between students' mastery of writers' text organization and students' reading comprehension of spoof text as much as  $r = 0.847$ .

To interpret the value of  $r$ , the researcher consulted it with the table of  $r$ 's interpretation as follows:

**Table IV. 8**  
**Interpretation of Coefficient Correlation  $r$  Value**

Interval of Coefficient	Degree of Correlation
0.00 – 0.199	Very weak
0.20 – 0.399	Weak
0.40 – 0.599	Fair
0.60 – 0.799	Strong
0.80 – 1.000	Very strong

(Adapted from Riduwan, 2009: 228)

From the table above, the researcher could interpret that there was a very strong correlation between students' mastery of writers' text organization and students' reading comprehension of spoof text.

- e. Find out the contribution of variable X toward variable Y by using the following formula:

$$\begin{aligned}
 KP &= r^2 \cdot 100\% \\
 &= 0.847^2 \cdot 100\% \\
 &= 0.717409 \cdot 100\% \\
 &= 71.74\%
 \end{aligned}$$

It means the contribution of students' mastery of writers' text organization toward their reading comprehension of spoof text as much as 71.74% and the rest 25.26% was contributed by other variables.

f. Test the significance by using  $t_{test}$  formula as follow:

$$\begin{aligned}
 t_{test} &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\
 &= \frac{0.847\sqrt{30-2}}{\sqrt{1-0.847^2}} \\
 &= \frac{0.847 \cdot 5.29150262}{\sqrt{1-1.656005}} \\
 &= \frac{4.481}{-0.656005} \\
 &= 3.8249
 \end{aligned}$$

According to Riduwan (2009:231), the rules of testing are as follow:

If  $t_{test}$  than  $t_{table}$ , so it is significant.

If  $t_{test}$  than  $t_{table}$ , so it is not significant.

Thus, to find out whether there was a significant correlation between students' mastery of writers' text organization and their reading comprehension of spoof text or not; the researcher found out the degree of error ( $\alpha$ ) = 0.05 with the degree of freedom: ( $df$ ) =  $n - 2$ . It was found that  $df = 30 - 2 = 28$ . Then, in the  $t_{table}$ , the degree of error ( $\alpha$ ) = 0.05 with the degree of freedom 28 is 1.701. Therefore, the researcher found  $t_{test}$  was bigger than  $t_{table}$  or  $3.8249 > 1.701$ .

In conclusion, the correlation between students' mastery of writers' text organization and their reading comprehension of spoof text at grade XI of Senior High School Al-Islam Rumbio was significant. Therefore, the researcher confidently states that null hypothesis ( $H_0$ ) is rejected. Then,  $H_a$  is accepted.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### **A. Conclusions**

After conducting the research, the researcher can infer the findings into some conclusions. In general, there are some important findings from this research. First, after identifying the students' mastery of writers' text organization at grade XI of MA Al-Islam Rumbio Kampar regency, it can be concluded that students' mastery of writers' text organization generally is categorized as good. Second, based on the results of examination on the students' reading comprehension of spoof text, the researcher concludes that their comprehension can be categorized as good. And the last, after testing the correlation by using *Pearson's r* formula, the researcher found that there is a correlation between students' mastery of writers' text organization and their reading comprehension of spoof text. The correlation is strong; it is as much as 0.847. In addition, after testing its significance by using  $t_{\text{test}}$  formula, the researcher found that the correlation is significant.

#### **B. Suggestions**

After carrying out the research, it seems very pivotal for the researcher to give suggestions pertinent to the research findings whether for the English teacher or students in order that they are successful in teaching and learning English as a foreign language especially for reading comprehension. With the mastery of writers' text

organization, the students will get easy in comprehending what they read. It is very influence ability of the students. Therefore, giving the attention and motivation to the students can develop their comprehend about the writers' text organization.

Therefore, it seems very important for the writer to give in such suggestion for the teachers and the students.

Based on the result of the research, the researcher offers some suggestion as follows:

1. English teachers should teach their students about text organization to improve their comprehension of reading a text.
2. The teacher should give motivation ad attention to encourage the students' interest in reading text.
3. The teacher should be creative in arranging and teaching subject material.
4. Schools should provide many English reading materials to increase their comprehension about text organization.
5. For further research, it is suggested to the next researchers to investigate whether reading mastery of text organization improve reading comprehension, speaking skill, and listening skill.

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