

**IMPROVING STUDENTS' READING COMPREHENSION USING HUMOR STORIES IN
GRADE EIGHTH STUDENTS OF SMP NEGERI 2 BALIGE
IN ACADEMIC YEAR 2021/2022**

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Abstract

This study presents a research report on improving students' reading comprehension through Humor Stories method. This study is conducted by using Classroom Action Research. This study was conducted as the eighth grade students of SMP Negeri 2 Balige. One class from eighth grade was 30 students. The class taught by using Humor Stories method. The quantitative data were collected by giving 10 questions of multiple choice tests counting the mean of the students. The result of the research shows that the mean of the second cycle (77) is higher than the mean of the first cycle (62.5) and the pre-test (48.66). Based on the observation sheet and questionnaire the students were more active and enthusiastic during the teaching-learning process in the second cycle than in the first cycle. The qualitative data that were taken from diary notes, interview sheet, observation sheet and questionnaire sheet also showed that the students' interest in reading comprehension increased because they could share their knowledge and their opinion each other and also find the definition of difficult words together.

Keywords: *Improving, Reading Comprehension, Humor Stories.*

INTRODUCTION

Background of the Study

English is an introduction spoken language in international event and is used as the medium of information flow on science, technology, and culture as well. As we are in developing country we should try to be able to speak English to make relationship with other country in the world so that can master the science, technology and culture in the world. So we can face the competition in the global era. By mastering English, it is easier for us to make a good relationship with other countries. In education context, English has function as a means to communicate in the daily communication, to get knowledge, to make interpersonal communication, to share information and enjoy language lesson in English culture. (Drs. Bachtiar, M. Pd. and Novita Husna Nasution, education journal).

In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize, because the primary purpose of

reading is know the thoughts expressed in the printed material. Therefore, reading with comprehension is only a way for the students to arrive at what want to know from the reading material. However, the problem is how to make them comprehend. For the students from elementary to university level, reading is something that has to be done.

They have to read their compulsory books or other materials related to their lesson. For students who are studying languages, reading is one of the skills, which has to be learned and is considered as the most important one because it can influence other language skill (listening, speaking, and writing). According to Kustaryo (1998; 2) it is certainly not easy to present the English reading for Indonesian students whose language system is different. Reading is a complex process which involves not only then read the text but also their experience to comprehend it.

Because of its complexity, many teachers of English at junior high school find

difficulties in all teaching reading and prefer teaching structure to reading. Based on all reason above, the writer thinks that humor stories can motivate students to read, because humor stories are interested in conducting research entitle “ Improving the students Reading comprehension by using humor stories in grade eight of SMPN 2 Balige “.

In the teaching reading, English teacher should introduce the humor stories as an alternative way to give variation to the students in teaching and learning process. Based on the junior high school curriculum, reading is one of the skills in studying English. Reading consists of narrative, descriptive, procedure, news item, recount, and anecdote. The aim of the students learn reading, they have to know basic competence and achievement indicators in reading. Basic competence of reading: Understand transactional discourse, interpersonal discourse, and oral monologue especially in the farms of descriptive, narrative, anecdote, analytical exposition and hortatory exposition using oral language variation. And achievement indicators; Students can read continuous story, students can identify rhetorical moves of a text in the narrative, descriptive, and anecdote form, students can identify main ideas, Supporting ideas, and detailed information of the text, and students can identify and use the tense.

The Problem of the Study

Based on the background of the study, the research problem can be formulated as follows: “Does the use of humor stories improve the reading comprehension of the eight grade students of SMP Negeri 2 Balige?”

The Objective of the Study

The objective of the research is to find out whether the use of humor stories in teaching reading can improve students reading comprehension to the eight grade students of SMP Negeri 2 Balige.

The Scope of the Study

There are four skills in English that is: writing, reading, speaking and listening, but researcher only focuses in one skill, it is reading comprehension.

The Significance of the Study

The finding of this research is expected to be useful:

1. For the teacher; it is one of the alternative methods in improving the quality of teaching reading.
2. For the students; it can make the students are more enjoyable in doing their tasks associated with the reading materials.
3. For those who are interested in this study; it will be the information how to improve students reading comprehension by using humor story text.

REVIEW OF LITERATURE

Definition of Reading

Charles in Tohir 2001 states that the reading is a transmitting of information process where the author tells all the readers about his ideas or message. Such as, the author is regard as the informants (sender) and the reader on the other hand is receiver. During the reading process it means that the reader can be done during reading activity is only grasping and decoding information, meanwhile he cannot as question or comment to the author directly.

Tinker and Cullogh 1975 state reading is identification and recognition of print or written symbol, which serve as stimuli for the recall of meaning built up through past experience, From those definitions, it can be concluded reading is meaning getting process the reader always tries to catch what the writer says and actually. Also from those definitions of reading some people formulate definitions of reading comprehension.

Definition of Reading Comprehension

Smith and Dale (1980:7) state the reading comprehension means understanding, evaluating, utilizing of information and gaining through an interaction between reader and author. Reading comprehension is such a kind of dialogue between reader and author in which the written language becomes the medium that the cause the dialogue happen when the two persons communicate through the medium of print reading comprehension refers to reading with comprehension. Thus reading comprehension is reading by comprehension the meaning of passage or what is or has been read. One who reads

something by understanding it can be said that he does a reading comprehension.

Comprehension is a special kind of thinking process. The reader comprehends by actively constructing meaning internally from interacting with the material that is read (Anderson and Pearson in Alexander, (1993; 160). Successful comprehension involves the reader who can discover the meaning. It may find a particular piece of information, solving a problem through reading, working to understand an idea or following a set of directions. From the point of view given above, it can be concluded that reading is an active thinking process where the reader tries to gain information given by the author and understand what actually the purpose of author.

The Strategy of Reading

There are three strategies, that is:

a. Skimming

Skimming is to read text superficially a rapidly in order obtain the gist or main idea it is a skill that requires concentration. Adequate knowledge among of practice is necessary in order to skim fulfill their purposes.

b. Scanning

Scanning is to read a text quickly in order to locate a specific item of information it is used to design the process of locating quickly a particular word, phrase, sentence, and fact of figure with a selection.

c. Intensive reading

Intensive reading is for recall or total accuracy it is an activity in class way in using reading. It deals with the detail content and linguistic study.

The Definition of Humor

According to Webster New World Dictionary (1996), humor is the quality that makes something seems funny or amusing: comically, it also means mood, state of mind humor must be funny but it has to be considered that funny element is not the humor but symptom of it. Funny is used in the title to refer to humor as act, which can cause laughter.

Kinds of Humor

Setiawan in Hamka (2001) categorize humor according to its expression form he states the kinds of humor as in the following:

1. Performing comedy. Such as jets, pantomime, etc., graphic humor such as circulate funny picture etc.
2. Literature humor such as funny story humor stories, anecdote, etc. Koesler in Hamka (2001) categorized humor into two classes, according to its performance and according to its goal.

Humor in the view of performance can be divided into three as in the following:

- a) Spoken humor
- b) Written humor
- c) Body movement humor

Theoretical Framework

In determining theoretical framework, the writer thinks based on the students' problems and activities faced by the students and the teachers, But, the successful of the students in studying English are mostly determined by themselves inside and outside of the school.

Other problems of face by students are strange to the materials, confuse and uninterested situation when teaching learning process in the classroom. So the teacher's duty is of how to develop the student's interest in studying English especially in reading.

Reading materials as one element in English language teaching has the important role. Because reading materials as one factor that might influence the students reading comprehension.

In the diagram above, the three main components are input, process, and output"

1. Input refers to the humorous stories that will be given to the students'.
2. Process refers to the implementation of humorous stories in teaching reading ability in the classroom.
3. Output refers to the students' reading comprehension achievement.

RESEACH METHODOLOGY

Research Method

Classroom action research was conducted in this study. When teacher engages in classroom research, it is commonly called action research. In many ways, action research is like any other research. The process begins with the development of questions. Action implies that the researcher

will be acting as the collector of data, the analyst, and the interpreter of results.

Wallace (1998:16) states that action research is different from other more conventional or traditional types of research in that focuses on individual or small-group professional practice and it is not so concerned with making general statements. The main function of action research is to facilitate the reflective stage and this way provides an effective method for improving professional action.

Subject of Research

a) Population

Suharsini 2000 states “ a practical approach to the study procedures”, the population is as subject of study, if someone wants to deal with the element of the subject, the study called population research .

The research population of this study the writer decides to choose at eighth grade class VIII-1 and VIII-2 of SMP Negeri 2 Balige in academic year 2021/2022. The total population 60 students.

b) Sample

According to Best 1970, in selecting a sample random sample, the individuals or observations are choose in such away that any individuals or observation in the population has an equal change of being selected, and that each choice is independent of any either choice.

The sample in this research are taken randomly about 30 students' from the population of grade eighth students' in academic year 2021/2022. The students consist of 30 students.

DATA ANALYSIS

Analysis of Quantitative Data

The quantitative data were taken from the result of some reading tests during the research that was conducted in seven meetings. The test was given three times; a test was a pretest, and two tests in the last of cycle I and cycle II.

The first test was given to the students without any treatment. The last of the posttest cycle I and cycle II were given to the students after teaching for each cycle had been completely finished.

The score of the students from the pretest, posttest in cycle I and the last posttest

in cycle II showed improvement continuously. The improvement of the students' achievement in reading comprehension by applying humor stories technique was shown in the following table:

Table 4.1 The Students' Score from Pre-Test until Post-Test in Cycle II

No	Students' Name	Pre Test	Post Test Cycle I	Post Test Cycle II
1	Agnes	60	65	75
2	Angel	45	60	80
3	Aprilina	55	60	75
4	Arga	50	50	85
5	Armita	30	50	75
6	Ayu	65	75	90
7	Celsy	30	50	70
8	Chelsya	40	55	80
9	Dani	30	50	80
10	Diarina	40	50	75
11	Fheby	35	50	80
12	Heny	65	75	85
13	Herty	60	70	80
14	Iandifp	50	65	80
15	Joel	50	70	70
16	Kayla	65	75	85
17	Kevin	50	60	80
18	Lestina	30	55	75
19	Lydia	45	65	80
20	Michel	75	80	75
21	Monique	55	60	70
22	Nadya	40	50	70
23	Reynol	35	55	70
24	Rini	30	50	75
25	Rivayanti	60	65	80
26	Sabam	65	70	90
27	Sabar	70	75	85
28	Sri	70	80	85
29	Syanada	65	70	80
30	Yosebeth	60	70	80
Total ΣX		1460	1875	2310
Mean		48.66	62.5	77

The improvement of the students' mean kept growing from the pretest until the post test of cycle I. In the pretest, the total score for students who took the test was 1460 and the number of the students who took the test was 30, so the mean of the students' score was:

$$X = \frac{1460}{30} = 48.66$$

In the post test of the first cycle, the students, score was 1875; the number of the students who took the test was 30, so the mean of the students' score in the first cycle was:

$$X = \frac{1875}{30} = 62.5$$

In the post test of the second cycle, the students score was 2310; the number of the students who took the test was 30, so the mean of the students' score in the second cycle was:

$$X = \frac{2310}{30} = 77$$

All the students improve their score from the pretest to the post of the first cycle and the second cycle. From the table above, it can be concluded that the students' score have been improve from the pretest to the post test in first cycle.

The mean of the students' score in the post test in cycle II is the highest of all the tests given. So, it could be concluded that the Humor Technique increased the students reading comprehension score from 48.66 to 77.

The percentage of the students who got the points up to 75 also showed the improvement of the student score from the pretest to the post test in second cycle. In the pretest there is only one student who got the score up to 75 points. In the post test of the first cycle there are five students who got the score up to 75 points. And the post test of the second cycle, where the teacher used the Humor stories method, there were a significant improvement, it showed by the students who got the score up to 75 points there are 26 students. Therefore, it could be concluded that the use humor stories method could be improve students reading comprehension score.

The improvement of the student' reading comprehension could be seen from the percentage of students who got score up to 75. This percentage was calculated by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where:

P = the percentage of students who got the point up to 75

R = The number of the students who got the points up to 75

T = The total number of the students who took the test

The percentage of the improvement of the students' reading comprehension score could be seen as follows:

$$P1 = \frac{1}{30} \times 100\% = 3.33$$

$$P2 = \frac{5}{30} \times 100\% = 16.66$$

$$P3 = \frac{26}{30} \times 100\% = 86.66$$

Table 4.2
The Percentage of the students who got the Points up to 75

Test	Students who got the score up to 75	Percentage
Pre-Test	1	3.33
Post-Test Cycle I	5	16.66
Post-Test Cycle II	26	86.66

Analysis of Qualitative Data

In qualitative data there are some instruction used: observation sheet, questionnaire and diary notes.

1. Observation Sheet

NO	POINTS THAT WILL BE OBSERVED	YES	NO	
1	Students come to class on time	√		
2	Students answer the teacher's greeting	√		
3	Students are enthusiastic in teaching learning process		√	
4	Students make noisy in the class	√		
5	Students listen to the teacher's explanation attentively	√		
6	Students do all task cooperatively		√	
NO	POINTS THAT WILL BE OBSERVED	1	2	3
1	Students' bravely in	√		

	giving their opinion			
2	Students' interaction in group discussion	√		
3	Relationship between students and teacher in teaching and learning process		√	
4	Being active in the group discussion	√		
5	Class order in teaching learning process		√	

Notes:

3 = Very Good

2 = Good

1 = Bad

The observer used the observation sheet to the whole process of action involves students (included the way of students work, cooperation, response, task, behavior, and so on); and the context of situation (include the

Conclusion

After analyzing the data, it was found that the student's reading comprehension increased from the first cycle to the second cycle. To improve students' reading comprehension through humor stories method, it is better to:

1. Use the article that the words is familiar to the students
2. Give time to discuss about the difficult words before allow the students to read the next.
3. Ask the students to re-read the text even though they have finished taking notes.

Suggestion

The result of this study shows that the use of humor stories method improves the students' reading comprehension. The following suggestions are offered:

1. For the English teacher; it is better for the teacher who wants to apply humor story method to do the things that have been already stated above.
2. For the students; it is suggested to ensure that the key know the meaning of the words before reading text.
3. For all readers who wants to use humor stories in their research, it is better to know the condition of the class because on class may be different to other class.

classroom management, the visual aids and its usage, and so on). Here are some points of the observation sheet:

1. Students were enthusiastic in gaining the material from the teacher
2. Students discussed the text to find the idea that writer wants to inform
3. Students bravely share their ideas to the other member

2. Questionnaire

Questionnaire was used as an instrument to get information from the students who faced some difficulties in learning English especially in comprehending the text. The writer give the questionnaire twice; in the first meeting and in last meeting. This questionnaire helped the teacher to distinguish the problems faced by the students, and solved those problems.

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