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Increasing Students' Reading Comprehension Using Humor Story

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Abstract: The purpose of the study is to find out whether the use of humor stories in teaching reading can improve student's reading comprehension to the second grade students. This is a quantitative research, and a reading test in multiple-choice format is use to collect data. Two narrative texts with ten multiple choice items each to consist the test. The test is using for both pretest and posttest. It was involve 35 students' second grade of SMP Negeri 2 Amurang in the 2021/2022 academic year. The data analysis leads to the following result: calculation of mean of pretest and posttest data was done using the formula previously mentioned. Thus, with $\sum X = 168$, $\sum Y = 206$ and $n = 35$, mean of pretest was 4.8, whereas mean of the posttest was 5.9. The calculation indicates that posttest mean (5.9) is bigger than that of the pretest, 4.8. In other words, it means that students reading performance in the posttest is better than their performance before the treatment. This is due to the application of Humor Story. Standard deviation, as pointed out earlier, was calculated using raw scoring formula. Thus, with $\sum X^2 = 860$, pretest mean 23.0, and $n = 35$, the standard deviation of pretest was 1.6; with $\sum Y^2 = 1264$, mean = 34.8, and $n = 35$, the standard deviation of posttest was 1.3. The result of standard deviation calculation indicates that students reading performance in the pretest or before the treatment is more heterogeneous than their performance after the treatment

Keywords: ***Increasing Students' Reading Comprehension, Humor Story, English Teaching***

INTRODUCTION

Indonesia is one of the countries that makes English a foreign language and includes English in the learning curriculum; English in Indonesia consists of four language learning skill and have to be taught by teacher. The competency based curriculum English skills are reading, listening, speaking and writing. But especially one of them, reading as emphasis is on reading skill and a tool to study various fields of science is required for reading comprehension. It can be concluded reading has more proportion than listening, speaking and writing. By the reading understanding the people get talents, abilities, intellect will be increase, and a variety of information will be obtaining.

In reading comprehension, the message to be forcing within the written frame is the foremost imperative component that the understudies must recognize, since the

essential reason of reading is to know the considerations communicated within the printed material. Therefore, reading with comprehension is as it was a way for the understudies to reach at what people need to know from the reading material. In any case, the issue is how to form them comprehend.

For understudies from elementary to college level, reading is something that should be done. They need to examine their obligatory books or other materials related to their lesson. For understudies who are examining languages, reading is one of the aptitudes, which must be learning and is consider as the foremost imperative one since it can influence other dialect ability (tuning in, talking and composing).

According to Kustaryo (1988;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 the read the text but also their experience to comprehend it. Because of its complexity, many teachers of English at junior and senior high school find difficulties in all teaching reading and prefer teaching structure to reading. Based on the statement above, the researcher takes humor stories as study case in conducting research entitle " Improving the student's Reading comprehension by using humor stories" of the second grade of year students of SMP Negeri 2 Amurang.

RESEARCH METHODOLOGY

Research Design

This study is quantitative research, a pre-experiment research use one group Pretest and Posttest design. This design is classifying as pre-experimental design because it is little or no control of extraneous variables. This research consists of two variables. Independent variable was the use of humor stories to improve reading comprehension. Humor is the quality that makes something seem funny or amusing to comprehend any complex matters. Dependent variable was the students reading comprehension means understanding, evaluating, utilizing information and gaining through an interaction between reader and author.

Subject

In this research, The researcher took one class as the subject of this research. The number of the sample is 35 students in academic year 2021/2022.

Research Instrument

In this research, the researcher used narrative text as the instrument.

Data Collection

The procedure of collecting data is as follows:

- **Pretest**

Before giving treatment, the writer gives pretest to the students. The writer gives the reading comprehension test that consisted of reading materials which relevant with the based material on the curriculum.

- **Treatment**

After giving pretest, the writer gives treatment to the students in four meetings and each meeting using 45 minutes. The procedure of doing the treatment is:

1) Reading the narrative text,
2) Asking the students about the materials that relation with theme,
3) Teaching reading and asking the students some questions orally and students have to answer about the theme.

- **Posttest**

After given treatment, the writer gives the posttest to find out the value of treatment whether the result of the posttest is better than the result of the pretest. The content of the pretest is the same as the posttest.

Data Analysis

To analyze the data, the writer employs the formula as follows:

Calculating the mean and standard deviation

Calculation of the mean was done using this formula:

$$\overline{X} = \frac{\sum X}{N}$$

(Dunning & Hyde, 2008:20-33)

Where

$\overline{X}$ = Mean Score

$\sum X$ = Total Score

N = Total Respondent

FINDING AND DISCUSSION

Presentation of Data

This is a quantitative research, and a reading test in multiple-choice format is use to collect data. Two narrative texts with ten multiple choice items each to consist the test. The test is using for both pretest and posttest, and the results of which are presented in Table 1

Table 1 Data

No	Pretest Data (X)	Posttest Data (Y)
1	4	5
2	3	4
3	5	5
4	4	6
5	6	8
6	4	7
7	7	8
8	5	6
9	4	5
10	7	8
11	6	6
12	4	6
13	6	7
14	3	3
15	6	7
16	6	6
17	4	5
18	5	5
19	3	4
20	5	5
21	6	8
22	5	6
23	5	6
24	6	7
25	5	5
26	5	7
27	4	5
28	4	6

29	3	4
30	4	4
31	5	6
32	2	3
33	6	8
34	4	7
35	7	8

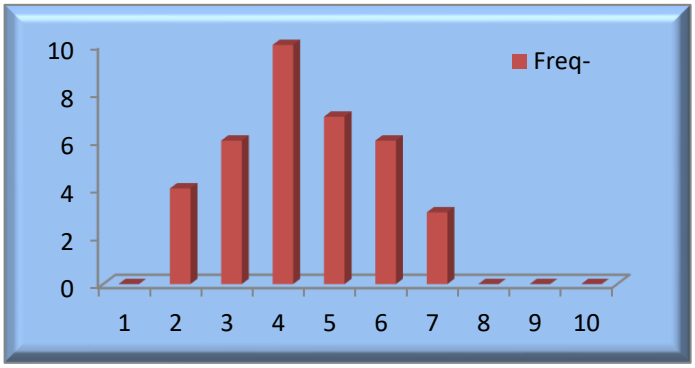
The data mentioned above were statistically analyzed using descriptive statistics. The analysis included calculation of frequency distribution, mean and standard deviation of both pretest and posttest data.

Based on the data mentioned above, frequency distributions of pretest scores were calculated. Results of the calculation are shown in Table 2.

Table 2 Frequency distribution of pretest scores

Score	Tally	Freq-	Freq- %	Cum-prop-	Cum-%
7	*III*	3	8	35	100
6	*IIIII III*	8	23	32	92
5	*IIIII IIII*	9	26	24	69
4	*IIIII IIIII*	10	28	15	43
3	*IIII*	4	11	5	15
2	*I*	1	3	1	4

As shown in Table 2, of 35 participants, 3 (or 8%) got a 7 as the highest score; 8 (or 23%) got a six; 9 (or 26%) got a five; 10 (or 26%) got a four; 4 (or 11%) got a three; and 1 (or 3%) got a two as the lowest score. Visually, the distribution of the pretest scores is presented.



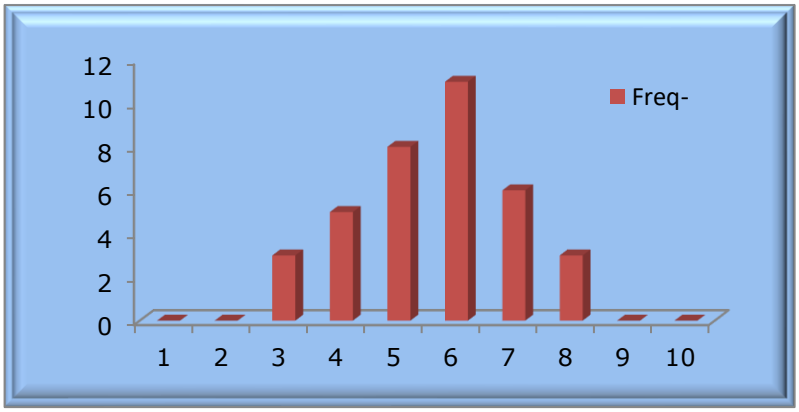
Graph 1 Frequency distribution of pretest scores

As with that in the pretest, frequency distributions of posttest score were also calculating on the basic of the data. Results of the calculation were presenting in Table 2.

Table 3 Frequency distribution of posttest scores

Score	Tally	Freq-	Freq- %	Cum-prop-	Cum-%
8	*IIIII I*	6	17	35	100
7	*IIIII I*	6	17	29	83
6	*IIIII IIII*	9	26	29	66
5	*IIIII III*	8	23	20	40
4	*IIII*	4	11	12	17
3	*II*	2	6	8	6

As seen in Table 3, there were 35 participants took part in the posttest. Of these participants, 6 (or 17%) got an eight as the highest in the posttest; 6 (or 17%) got a seven; 9 (or 26%) got a six; 8 (or 23%) got a five; 4 (or 11%) got a four, and 3 (6%) got a three as the lowest in the test. The frequency distribution is visually shown below.



Graph 2 Frequency distribution of pretest scores

In order to calculate the mean and standard deviation, it is necessary to firstly calculate the sums, symbolized as ∑, of X, X^2, Y and Y^2. The calculations yielded results presented in Table 4.

Table 4 the Sums of X, X^2, Y and Y^2

No	Pretest Data (X)	X^2	Posttest Data (Y)	Y^2
1	4	16	5	25
2	3	9	4	16
3	5	25	5	25
4	4	16	6	16
5	6	36	8	64
6	4	16	7	49
7	7	49	8	64
8	5	25	6	36
9	4	16	5	25
10	7	49	8	64
11	6	36	6	36
12	4	16	6	36
13	6	36	7	49
14	3	9	3	9
15	6	36	7	49
16	6	36	6	36
17	4	16	5	25
18	5	25	5	25
19	3	9	4	16
20	5	25	5	25
21	6	36	8	64
22	5	25	6	36

23	5	25	6	36
24	6	36	7	49
25	5	25	5	25
26	5	25	7	49
27	4	16	5	25
28	4	16	6	36
29	3	9	4	16
30	4	16	4	16
31	5	25	6	36
32	2	4	3	9
33	6	36	8	64
34	4	16	7	49
35	7	49	8	64
N = 35	∑X = 168	$\sum X^2 = 860$	∑Y = 206	$\sum Y^2 =$ 1264

Based on the results of calculation of the sums of X and Y, calculation of mean of pretest and posttest data was done using the formula previously mentioned. Thus, with ∑X = 168, ∑Y = 206 and n = 35, mean of pretest was 4.8, whereas mean of the posttest was 206. The calculation indicates that posttest mean (5.9) is bigger than that of the pretest, (4.8). In other words, it means that students reading performance in the posttest is better than their performance before the treatment. This is due to the application of Humor story.

Standard deviation, as pointed out earlier, was calculated using raw scoring formula. Thus, with $\sum X^2 = 860$, pretest mean 23.0, and n = 35, the standard deviation of pretest was 1.6.; with $\sum Y^2 = 1264$, mean = 34.8, and n = 35, the standard deviation of posttest was 1.1. The result of standard deviation calculation indicates that students reading performance in the pretest or before the treatment is more heterogeneous than their performance after the treatment.

Discussion of the Finding

The data analysis leads to the following results:

1) In the pretest, the highest score was seven, and the lowest two, whereas In the posttest, the highest score was eight, and the lowest was three.
2) The mean of the posttest, 5.9, is larger than that of the pretest, 4.8. In other words, it means that students reading performance in the posttest is better than their performance before the treatment.
3) This is due to the application of Humor Story and Standard deviation calculation of pretest is 1.6 and posttest is 1.3 from this result indicates that students reading performance in the pretest or before the treatment is more heterogeneous than their performance after the treatment.

CONCLUSION

After finishing compiling data and analysis, the writer would like to take some conclusion in the study, the result of data analyzing leads the following results: The Humor Story has a significant effect on students' reading comprehension. Humor is the quality that makes something seems funny or amusing; comicality, it also means mood, state of mind humor must be funny but it has to be considered that funny element is not the humor symptom of it. Funny is used in the little to refer to humor and act, which can cause laughter (Magdalena, 2010: 34).

In the others results of the analysis and the interpretation of the data as it is described in chapter IV show that: calculation of mean of pretest and posttest data was done using the formula previously mentioned. Thus, with $\sum X = 168$, $\sum Y = 206$ and $n = 35$, mean of pretest was 4.8, whereas mean of the posttest was 5.9. The calculation indicates that posttest mean (5.9) is bigger than that of the pretest, 4.8. In other words, it means that students reading performance in the posttest is better than their performance before the treatment. This is due to the application of Humor Story.

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