The Use of Humor Stories in Teaching Reading Comprehension to Students of Mts Negeri 1 Sidrap

Hudzaifa Afifah Hamka[1], A. Muliati[2], Amra Ariyani[3*]

[1,2,3]English Department, State University of Makassar, Indonesia
[*]Corresponding E-mail: amraariyani@unm.ac.id

Abstract

The objective of this research was to find out whether or not the use of humor stories in teaching reading improves students' reading comprehension. This research took place at MTs Negeri 1 Sidrap. The population of this research was the third-grade students of MTs Negeri 1 Sidrap. The researchers used cluster random sampling technique in selecting samples. These researchers used pre-experimental design. The instrument of this research was a reading test which administered as a pretest and posttest. Based on the result of mean score, the researchers found that the use of humor stories in teaching reading comprehension improves because it was found that the post-test score is higher than the pre-test (78.2 > 85.0). So, it can be concluded that the use of humor stories improves students reading at MTs Negeri 1 Sidrap academic year 2021/2022.

Keywords: *Humor, Stories, Reading Comprehension.*

1. Introduction

In today's world, English is the most widely spoken language. Listening, reading, writing, and speaking are the four skills that make up the English language. One of the most important talents in the process of strengthening students' abilities is reading. Any student requires the ability to read as a basic language skill. Students can get a variety of skills by reading; also, while we read naturally, we will encounter a large number of new vocabulary terms. Other skills, such as writing and speaking, will increase as a result of the vocabulary we learn.

Reading is a cognitive process in which the brain seeks information from a variety of sources, one of which being written form. As a result, reading and learning are inextricably linked. However, reading, specifically the process of learning in school, has not been adequately taught.

In reading comprehension, the student must understand the author's message because it is the most important aspect for children to comprehend. The basic goal of reading is to discover what you're reading. As can be seen, reading entails not just looking at words in symbols but also comprehending meaning from word to word or line to line in

order to comprehend what we read. Reading is defined as the process of comprehending and extracting information from a text.

As a result, pupils must truly comprehend the contents of the reading to find what they're seeking for; not only reading, but understanding the content of the information is the essence of reading. However, the issue is ensuring that they truly comprehend the substance of the reading. lines in order to understand what we're reading. Reading is defined as the process of comprehending and extracting information from a text. As a result, pupils must truly comprehend the contents of the reading to find what they're seeking for; not only reading, but understanding the content of the information is the essence of reading. However, the issue is ensuring that they truly comprehend the substance of the reading.

We should supply information and the ability to read other material with essays and engaging language, according to Finocchiaro (1974), to help students comprehend the writer's materials in the text. The content in question is not from a textbook, and the teacher might employ numerous variations in the learning process to encourage students to be more engaged in their studies. To improve reading comprehension, we can apply a range of approaches, one of which is the employment of humorous stories.

Humor stories are short stories or narratives about humorous, intriguing, or biographical occurrences that can make the reader laugh and can assist learners in learning to read since the stories are interesting and funny. Humor stories are intended to help pupils improve their reading comprehension while having a good time in class. Sudjoko in

Hamka (2001) believes that humor can be used to achieve any intention or goal in any aspect, that humor can help people understand problems from different perspectives, and that humor can be used to entertain people, that humor can entertain, that humor can stimulate the intellect, that humor can increase someone's intelligence, that humor can make someone accept something, and that humor can also help someone understand any complex subject.

Several prior studies on the use of humorous stories in the teaching of reading comprehension are pertinent to this study. Brigitta Septarini Rahmasar (2020) is the author of "The Use of Funny Story in Reading Instruction." Yusnianti N. Sabata (2020) with the title "Humorous Stories in Teaching Reading Comprehension of ELT Students at Muhammadiyah Luwuk High School." Syamsul Tang (2019) with the title "The Humor Story in Teaching Reading Comprehension at SMP Negeri 4 Pancarijang." According to the findings of interviews with English teachers, learning to read in schools is still ineffective, especially after the Covid-19 pandemic severely impacted kids' reading comprehension. MTs Negeri 1 Sidrap's humorous stories have never been used in classrooms. As a result, researchers will undertake studies with humor stories.

The researchers will conduct this research because early findings from observations and interviews with English teachers conducted at MTs Negeri 1 Sidrap indicated that there were issues with learning reading, particularly reading comprehension. This is due to students' inability to appreciate the significance of the stuff they are reading because they are only focused on the reading

text. As a result, the researchers decided to conduct a study titled "The Use of Humor Stories in Teaching Reading Comprehension to Students of MTs Negeri 1 Sidrap" in ninth grade.

2. Literature Review

2. 1. Definition of Humor

As per Webster's New World Dictionary (1996), the nature of humor is one that causes anything to look humorous or amusing: comicality. It also relates to a person's mood or mental condition. Humor has to be amusing, but it must be remembered that the amusing aspect is not the humor itself, but rather a symptom of it. In the small, the word "funny" is used to indicate humor and behaviors that can make people laugh.

Humor story is a type of story; it is a short narrative about an entertaining, funny, or historical experience that might inspire students to read because it is interesting, pleasurable, and humorous to them.

2. 2. Definition of Reading

According Charles in Tohir (2001:5) perusing is an approach to taking care of in which the writer teaches every one of the perusers about their thoughts or back rub. Perusing is the most common way of passing on data wherein the creator tells all his ideas and massages to the reader. According to Patel and Jain (2008) understanding the meaning of words or symbols contained in reading is known as reading. Reading is an important activity in life because it can help someone to gain knowledge to achieve success. Koza M (2011) reading is skill that allows us to get massage about written symbols and meaning. Reading is skills that will get massage about written words, understand a meaning and can be used to teach pronunciation and obtain information.

2. 3. Level of Reading

a. Elementary reading
   Elementary reading is the first of the various reading levels. All you're trying to do at this point is decipher the meanings of the words. At the elementary reading level, you just recognize each word and its meaning. You concentrate on the words when learning a new language, for instance. You only begin to understand the complexities later on.

b. Inspection reading
   The second reading process focuses on assessing the topic or book you're reading. Unlike the others, this reading level focuses solely on time management. To get a sense of the content, you can skim through a book as part of inspectional reading by looking at the introduction, chapter titles, and index.

c. Analytical reading
   While the other two levels of reading are for novices, this level is for more experienced readers. If you want to take your time and make sure you understand everything, this is the place to be.

2. 4. Reading Comprehension

According to Thinker (1975:5) Reading comprehension is more than just a loud noise, but how the reader understands the

meaning of words, sentence and paragraph in reading. Therefore, if students only read aloud but not understand the reading, it shows that they were unable to comprehend the material. The ability to analyze information, grasp its substance, and integrate it with what the reader already knows is characterized as reading comprehension. Individuals' abilities to examine text are impacted by their abilities to deal with information and their capacities.

People's capacities to investigate text are affected by their capacities to manage data and their abilities inspect material, grasp meaning, and incorporate it with past information. Perusing perception is a multi-layered, complex cycle that includes connections between the peruser and what they bring to the text (material information, strategy application), as well as factors connected with the actual text (interest in text, grasp the kind of text). Klinger (2007:8)

2. 5. Level of Reading Comprehension

a. Literal comprehension
   This is the ability to comprehend the primary literal meaning of words, thoughts, or sentences in context.

b. Interpretive comprehension
   That is, to discover purposes and meanings that are not clearly represented in a written document.

c. Critical comprehension
   This includes evaluating what has been read and critically analyzing the writer's ideas.

d. Creative comprehension
   This entails analyzing the writer's thoughts and analyzing what has been read.

3. Research Methodology

3. 1. Research Design

The examination strategy utilized in this exploration is pre-try different things with one-bunch pretest-posttest plan. The motivation behind this strategy is to see if the utilization of humor stories further develops perusing perception in the 10th grade of MTs Negeri 1 Sidrap. Coming up next is an outline of the exploration plan:

3. 2. Location and Time of the Research

This study was carried out at MTs Negeri 1 Sidrap. MTs Negeri 1 Sidrap, from 9th March to 16th March 2022.

3. 3. Variables

There are two factors in this examination, Humor Stories (free factor) and Reading Comprehension (subordinate variable).

3. 4. Population and Sample

The populations in this research were students of MTs Negeri 1 Sidrap. It consists of 7 classes. By applying cluster random sampling, the researcher's games one class as the sample, it is IX A there are 28 students at MTs Negeri 1 Sidrap.

3. 5. Research Instrument

The text that used in the reading comprehension is humor stories. There are two kinds of test to understand students

reading comprehension. The test that used in this study is a multiple test consisting of 20 points. This test uses 2 levels of reading comprehension, namely literature comprehension and interpretation.

3. 6. Procedure of Collecting Data

The researchers had to follow three stages in order to conduct this study:

a. Pre-test

This was the first step in the data collection process. The findings of a pre-test were used to measure the level of students' reading comprehension before they were offered treatment. The pre-test comes in the form of a reading test with twenty questions based on humor stories.

b. Treatment

In this treatment was give five meetings, using a reading test of humor stories. The first meeting the topic is The Lion, second meeting with the topic Fish Tale, the third meeting with the topic The Dog, fourth meeting with the topic It's the Butcher, the fifth meeting with the topic The Ant and The Parrot and the researchers asked students questions in learning to read using funny stories.

c. Post-Test

After giving the treatment, the researchers gave a post-test as the final test. This test is used to determine how much students' reading skills improve after being given treatment.

3. 7. Technique of Data Analysis

In this study, researchers found the results of students' reading ability after receiving instructions, especially how to improve reading comprehension. Score students' reading comprehension by providing humor stories as an assessment to measure students' reading comprehension. In data analysis, there are two factors in this exploration, Humor Stories (autonomous variable) and Reading Comprehension (subordinate variable)., standard deviation recurrence, rate, and T-test will be determined utilizing SPSS.

4. Findings

4. 1. Experimentation

The findings present the data analysis and of the experimentation of the treatments that carried out in five meetings.

4. 2. The Frequency and Percentage of Students Pre-test and Post-test Score

Table 1. Students' Score

No.	Classification	Range	Pre-test		Post test	
			Frequency	Percentage	Frequency	Percentage
1.	Very good	93-100	1	3.6%	7	25%

2.	Good	84-92	10	35.7%	11	39.3%
3.	Average	75-83	9	32.1%	8	28.6%
4.	Poor	<75	8	28.6%	2	7.1%
	Total		28	100%	28	100%

Based on the table 1 above, it explained there is of the students in the pre-test got very good classification, 1 student (3.6%) categorized in very good classification, 10 students (35.7%) categorized in good classification, 9 students (32.1) categorized in average classification and 8 students (28.6%) categorized in poor classification, meaning that only 20 students reached the average score before the treatment. After the treatment, there was improvement in most of the students score.

As see in the post- test result, 7 students (25%) in this research achieved very good classification, 11 students (39.3%) categorized in good classification, while 8 students (28.6%) on the average classification and 2 students (7.1%) on the poor classification.

4. 3. The Mean Scores and Standard Deviation of the Students in Pre-test and Post-test

Table 2. Mean Score Pretest and Posttest

Mean	
Pre-test	Post-test
78.2	85.0

From the table 2, it can be seen that there is improvement of students from pre-test to post-test. In pre-test, the mean score of students is 78.2 then in the post-test, the average score of students is 85.0 it can be seen that the increase in students learning abilities from pre-test to post test is 6.8.

4. 4. The mean score and standard deviation of the students Pre-test and Post-test

Table 3. Mean Score and Standard Deviation

No.	Variable	Mean score	Standard deviation
1.	Pre-test	78.2	8.736
2.	Post-test	85.0	7.817

The pre-test mean was 78.2 while post-test was 85.0 and the standard deviation of the pre-test was 8.736 and 7.817 for the post-test. The mean score of the understudy's post-test was higher than mean score of understudy's

pre-tests while the standard deviation of understudies' post-test is more modest than the standard deviation of the understudy's pre-test. This without a doubt shows that

utilizing humor stories on understudies understanding perception.

4. 5. The significant Differences of the Pre-test and Post-test Score

Table 4. T-Test

Test	Significant Value	Significant level
Pre-test – Post-test	0.00	0.05

The result of statistical calculations using SPSS in table 4 show that the significance value (2 tailed) is greater than the alpha value of 0.05, (0.00<0.05) this show that there is significant difference between the students' pre-test and post-test results. Based on the hypothesis, when the significant value is less than the significant level, the null hypothesis (H0) is rejected where the reading text using humor stories is effective to improve the reading comprehension of class XI A students of MTs Negeri 1 Sidrap and the alternative hypothesis (H1) is accepted which means that reading texts is effective for improve the reading comprehension of class XI A students of MTs Negeri 1 Sidrap.

5. Discussion

The information examination result showed that the utilization of humor stories significantly affects the improving of understudies' understanding cognizance. This will be examined further in the following mark of this conversation part. The mean scores of the posttest of 85.0 expanded from the pretest of 78.2 and improvement with distinction as much as 6.8. The information examination result showed that there was huge contrast or impact between the two tests. Subsequently, it very well may be presumed that the utilization of humor stories impacts on understudy's understanding appreciation. Reading skills are included in literary comprehension namely identifying main ideas, supporting details, and understanding vocabulary while in the interpretation are identifying references and making conclusions. From the two levels of reading comprehension, it can be concluded that in literature comprehension it is easier for students to answer reading questions because literature comprehension provides literal understanding where information and facts are stated directly in the text. In contrast to interpretation, students find it difficult to answer the reading questions because the meaning is not clearly expressed in a written text

6. Conclusion

In light of the outcome and conversation of the discoveries in the past section, it tends to be presumed that the end-product of this study show that the utilization of humor stories further develops understudies' perusing appreciation abilities. In view of the examination of the typical score shows that the pre-test result in (78.2) and the post-test result is (85.0). These outcomes demonstrate that the post test result is higher that pre-test result. Along these lines, it very well may be presumed that humor stories further develop understudies' understanding cognizance.

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