IMPROVING STUDENTS' READING COMPREHENSION OF VII GRADE AT MTs. Hi. HAYYUN SALUMPAGA BY USING HUMOR STORIES

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ABTRACT

The objective of this research is to improve students reading comprehension of the VII grade of MTs. Hi. Hayyun Salumpaga by using humor story. This research belongs to experimental design following the three step is pretest, treatment, posttest. The population of the research is the VII grade students of MTs. Hi. Hayyun Salumpaga. The data were analyzed by using experimental analysis in order to know the significant difference of the achievement of the students in pretest and posttest. By applying 0.05 level of significant, the researcher find out that t_{count} 5.900 is higher than t_{table} 2.060. It is suggested that humor story in teaching English can be recommended for the English teacher. But the English teacher a hold select appropriate humor story to the students.

Key Word: Improving, Reading Comprehension, Humor Story.

ABTRAK

Tujuan dari penelitian ini adalah untuk meningkatkan pemahaman membaca siswa kelas VII di MTs. Hi. Hayyun Salumpaga dengan menggunakan cerita humor. Peneliti menggunakan desain penelitian eksperimen yang melalui tiga tahap yaitu pretest, treatment dan posttest. Populasi dari penelitian ini adalah siswa kelas VII di MTs. Hi. Hayyun Salumpaga. Data yang diperoleh di analisa dengan menggunakan analisis eksperimen untuk mengetahui perbedaan prestasi siswa yang signifikan dalam pretest dan posttest. Dengan menggunakan level signifikan 0,05, peneliti menemukan bahwa nilai t_{count} adalah 5,900 yang berarti lebih besar daripada nilai t_{table} yaitu 2,060. Hasil tersebut menunjukkan bahwa cerita humor dalam pengajaran Bahasa Inggris dapat direkomendasikan kepada guru Bahasa Inggris. Tetapi guru Bahasa Inggris harus dapat memilih cerita humor yang tepat untuk para siswa.

Kata Kunci: Meningkatkan, Pemahaman Membaca, Cerita Humor

1. Intoduction

Reading is important to the people's daily life. Reading also is not only the process of getting the written symbols corresponds to one's spoken language but it is also the process of making the meaning of words, sentences and connected text that can be called comprehension. According to Nuttal (2000) reading means a result of interaction between the writer's mind and the reader's mind. It is the way how to the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create

the meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

Alderson (2000) defines reading is an enjoyable, intense, private activity in which the readers get much pleasure and can totally absorb the reading.

There are two process of a written text; they are word recognition and comprehension. As stated by Pang (2003) reading is defined as understanding written texts. Word recognition is defined as the process of getting how written symbols correspond to one's spoken language while comprehension is the process of making the meaning of words, sentences and connected text. He adds his statement that the reader who has background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written text.

Reading comprehension is the ability to find the stated or unstated writer's idea in the text. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text. As stated by Pang (2003) comprehension is the process of making sense of words, sentences and connected text. He says that comprehension is the processes of deriving the meaning of one word to another in a text.

According to Burn (1988) reading comprehension is categorized into four categories namely, literal reading, interpretive reading, critical reading, and creative reading.

According to Harmer (1987) there are four reasons for reading, they are:

1. Reading in language learning

   Reading is an exercise dominated by the eyes and the brain. The eyes receive message and the brain than has to work out the significance of these messages.

2. Reading for language learning

   In real life people generally read something because they want to and they have a purpose, which is more fundamental than involved in some language learning tasks seem only to be asking about detail at language.

3. Reading for information

   In most cases, reading for information is relevant to current study of the reader they read to find out information, to reduce their uncertainties.

4. Reading for pleasure

   Reading for pleasure is done without other people's order but according to an individual reader's wish, and taste.

There are three strategies we tent to approach when we read, they are:

a. Skimming

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

b. Scanning

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

c. Intensive Reading

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

   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 but symptom of it.

According to Wikipedia (the free encyclopedia), there are many theories of humor which attempt to explain what humor is, what social functions it serves, and what would be considered humorous. Among the prevailing types of theories that attempt to account for the existence of humor, there are psychological theories, the vast majority of which consider humor to be very healthy behavior; there are spiritual theories, which consider humor to be an inexplicable mystery, very much like a mystical experience.

There is little or no doubt that humor is an invaluable teaching aid in the English classroom and that almost all English teachers use humor at one point of time or another in their lesson. As a matter of fact, students have listed humor as an essential quality of a good teacher (Sylwester 2001). It has been observed (Walker 2002) that "students enjoys humor in forms of funny anecdotes" and it is this very 'enjoyment' that makes humor a popular content for teaching English because positive humor helps:

a. Increases Motivation and Self-confidence

Humor can help the shy and/or timid students to feel that they are a part of the class and to allow them to contribute or participate without feeling humiliated or vulnerable (Chiasson 2002). This can act as a means of enhancing student motivation to learn English as well as stimulating recall to the materials taught (Vadillo 1998).

b. Creates a Positive Classroom Atmosphere

The nature of positive humor helps create a "positive atmosphere" which encourages the learners' desire to take part in class conversations by decreasing anxiety and stress.

Humor story is a kind an anecdote it is sort narrative of an interesting, or amusing, or biographical incident it can motivate student to reading, because it is interesting, enjoyable and funny for student.

As the results of conducting teacher training, many students at Junior High School still have insufficient skills in reading and they get many difficulties in comprehending a text specially the seventh grade students of MTs. Hi. Hayyun Salumpaga.

The lack of reading comprehension on the student ability caused by some reasons. The first reason was the lack of interest and concentrations on reading. When they lost their interest and concentration on reading. They would be find difficulties or reach the high reading achievement. The lack of interest and concentration in reading could be caused by the use of inappropriate strategies, and methods in teaching reading. The second reason was the failure to understand word and sentence on the text affected by the lack of vocabulary mastery. So that the researcher concludes that the seventh grade students of MTs. Hi. Hayyun Salumpaga has lowest ability in reading comprehension.

Based on the explanation above, a teacher as an educator has to use good technique in teaching learning process. In this case, the study concerns with the improving students reading comprehension by using humor stories.

2. Method of the Research

In conducting this research, this research refers to one group of experimental design. The population of this research is the seventh grade students of MTs. Hi. Hayyun Salumpaga in the 2015/2016 academic year. The number of population 82 students consisted of three classes; each class consisted of 26-28 students. The sample of the research was be chosen from the number of population by applying purposive sampling. Then, the researcher takes 1 class from the 3 parallel classes as the sample.

3. Research Findings
a. The Result of Pre-test

Pre-test was administered to the students before the students got treatment by the study. The result of pre-test can be seen at the table below:

Table 4.1: Pre-test Score

No	Student Initial	Multiple Choice	Classification	Category
1	AFN	48	very poor	Failed
2	AFS	44	very poor	Failed
3	AD	52	poor	Failed
4	AA	68	Fair	Successful
5	AR	64	poor	Failed
6	HE	68	Fair	Successful
7	IR	68	Fair	Successful
8	MA	44	very poor	Failed
9	MH	60	poor	Failed
10	MY	68	Fair	Successful
11	MZ	68	Fair	Successful
12	RE	60	poor	Failed
13	SD	44	very poor	Failed
14	DM	52	poor	Failed
15	FA	68	Fair	Successful
16	HA	64	poor	Failed
17	IN	52	poor	Failed
18	LR	44	very poor	Failed
19	MI	48	very poor	Failed
20	MU	68	Fair	Successful
21	NA	64	poor	Failed
22	RN	68	Fair	Successful
23	RA	52	poor	Failed
24	SA	64	poor	Failed
25	WG	68	Fair	Successful
26	WD	55	poor	Failed
SCORE		1523		

Based on the data above it can be seen that there were 17 students got failed category and 9 students got successful category. It means that students need some treatments to improve the presentation score and category.

b. The Result of Post test

Posttest is given to students to know the effect of treatment used by the study. The result of posttest can be seen as follow:

Table 4.2: Posttest score

No	Student Initial	Multiple Choice	Classification	Category
1	AFN	68	Fair	successful
2	AFS	68	Fair	successful
3	AD	64	Poor	failed
4	AA	76	Fair	successful
5	AR	68	Fair	successful
6	HE	68	Fair	successful
7	IR	62	Poor	failed
8	MA	72	Fair	successful
9	MH	68	Fair	successful
10	MY	72	Fair	successful
11	MZ	76	Fair	successful
12	RE	76	Fair	successful
13	SD	64	Poor	failed
14	DM	68	Fair	successful
15	FA	68	Fair	successful
16	HA	72	Fair	successful
17	IN	76	Fair	successful
18	LR	62	Poor	failed
19	MI	62	Poor	failed
20	MU	68	Fair	successful
21	NA	68	Fair	successful
22	RN	72	Fair	successful
23	RA	72	Fair	successful
24	SA	68	Fair	successful
25	WG	68	Fair	successful
26	WD	68	Fair	successful
SCORE		1794		

Based on the data above it can be seen that there were 5 students got failed category and 21 students got successful. It means that students have some improvement of the presentation score and category.

4. Discussions

The researcher discussed the result of the data analysis of the pre-test and post-test in accordance with the scope of this research. The discussion was intended to know whether the use of humor story can improve students reading comprehension of VII grade at MTs. Hi. Hayyun Salumpaga or not.

The first step of this research was conducted the pre-test. In pre-test data, the researcher got the students' scores of each student as sample. Based on the score, the researcher found that the most of the students got failed score. Total of data students who got failed score was 9 students and the students who got success score were 21 students.

In the second step of this research, researcher conducted the treatment. It was done in four meetings. Researcher explained the students as sample of this research by using humor story. This technique was applied in order to train improving students reading comprehension.

The researcher provides different material in each meeting. The first meeting, the researcher gave material Mr.Knott and Mr.Watt for the students to read, after that the

researcher gave to the students question according to the text they read. The second meeting (Bom), the third meeting (The smart Rabbit and Crocodile), and the fourth meeting (The King Mouse), the researcher gave the same activity.

After all of the treatment conducted in this research, the researcher conducted the post-test, the researcher got the data based on students' score. The researcher found that the most of the student got success score. Total of the students who got failed score was 5 students. And the students who got successful were 21 students.

The description of the data collected through the objective test showed that the students reading comprehension had significant improvement. It also was supported by mean score of the students in pretest was 58.5769 classified as very poor classification. And the mean score of students in post-test was 69.00 classified as good classification. The value of t-test was high than t_{table} (5.900>2.060) based on the t-test, the researcher could conclude that there was significant difference between the result of pre-test and post-test. It means that students reading comprehension got improved. This implies that humor story was one of the some effective ways to improve the students reading comprehension.

5. Conclusion

Having analyzed the data in the previous chapter, the researcher would like to conclude as what she found in doing this research. The researcher concludes the teaching by using humor story is effective to improve students reading of MTs. Hi. Hayyun Salumpaga and the differences achievements of the students in humor story can be seen in the result of mean score of students in pretest from 58.5769 to 69.00 in the posttest.

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