

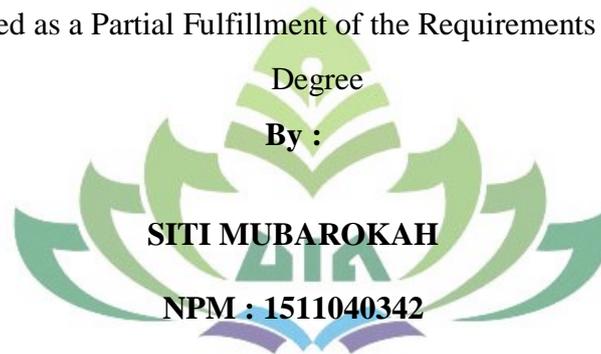
**THE INFLUENCE OF HUMOUR STORIES TOWARD
STUDENTS READING COMPREHENSION AT THE
FIRST SEMESTER OF THE ELEVENTH GRADE AT
SMA NEGERI 6 BANDAR LAMPUNG IN THE
ACADEMIC YEAR 2021/2022**



(A Thesis)

Submitted as a Partial Fulfillment of the Requirements for S1-
Degree

By :



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2021

ABSTRACT

THE INFLUENCE OF HUMOUR STORIES TOWARD STUDENTS READING COMPREHENSION AT THE FIRST SEMESTER OF THE ELEVENTH GRADE AT SMA NEGERI 6 BANDAR LAMPUNG IN THE ACADEMIC YEAR 2021/2022

By

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The objective of this research was to know whether there was significant influence of using Humor Stories towards students' reading comprehension on spoof text. Reading is one of language skills that should be mastered by the students. In reading process the readers will find the knowledge and get information from printed text.

The research methodology was quasi experimental design. In this research, the population was the eleventh grade of SMA Negeri 6 Bandar Lampung which consisted of 117 students in 4 classes. The sample of this research was two classes which consisted of 59 students for experimental class and control class. The researcher used Guided Reading both in experimental and control class. The difference was about using humor stories in experimental class and without humor stories in control class. In collecting the data, the researcher used instrument in the form of multiple choice which consisted of 20 questions and the instrument had been tried out before the treatments. The instrument was given in pre-test and post-test. The researcher analyzed the data using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that $Sig. = 0.012$ and $\alpha = 0.05$. It means H_a is accepted because $Sig. < \alpha = 0.012 < 0.05$. Therefore, there was a significant influence of using Humor Stories towards students' reading comprehension spoof text at the first semester of the eleventh grade of SMA Negeri 6 Bandar Lampung.

Keywords : Guided Reading Strategy, Humor Stories, Reading Comprehension, Spoof Text



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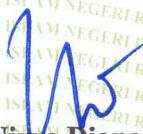

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DECLARATION

Herreby, I stated this thesis entitle “ the influence of humor stories toward students reading comprehension in spoof text at the first semester of the eleventh grade at SMA Negeri 6 Bandar Lampung in the academic year 2021/2022” is completely my own work. Iam fully aware that I have quoted statements and theories from various sources and they are properly acknowledge in this thesis.



Bandar Lampung, Desember 2021
The researcher

Siti Mubarakah
NPM. 1511040342

MOTTO

يُرِيدُ اللَّهُ بِكُمْ الْيُسْرَ وَلَا يُرِيدُ بِكُمْ الْعُسْرَ

Allah intends for you ease and does not intend for you hardship.¹

(Qs.Al-Baqarah ayat 185)



¹Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text With English Translation*,
(Thomas Road London, p.95)

DEDICATION

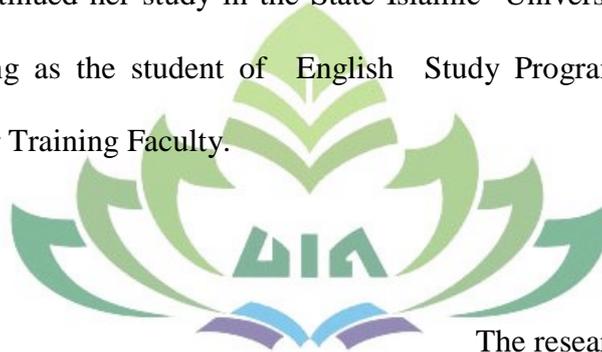
From the deep of my hearth, this thesis is dedicated to every people who cares and loves me. I would like to dedicate this thesis to:

1. Praise to be Allah SWT, thanks for everything.
2. My beloved Parents, Mr. Darmanto and Ms. Siti Muawanah who always loves me, always try to make me happy and wish for my success. Thanks for all the motivation.
3. My beloved friends, Munasih, Ulfa Asterik Errofi, Ulfatun Ni'mah, Umi Mukaromah, Yeni Mahdalena
4. My beloved almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Siti Mubarakah was born in sidoharjo on August 05th 1997, She began her study at Kinder gatten of TK Tunas Jaya and graduated in 2002 , after that she continued her school at elementary school of SD Negeri 1 sidoharjo in 2002 and graduated in 2009, after that she continued her school at Junior High School at SMP Negeri 1 Penawartama and graduated in 2012. After that, she continued her school at SMK AL-IMAN unit 2 Banjar Agung and graduated in 2015. Furthermore, in 2015 she continued her study in the State Islamic University of Raden Intan Lampung as the student of English Study Program of Tarbiyah and Teacher Training Faculty.



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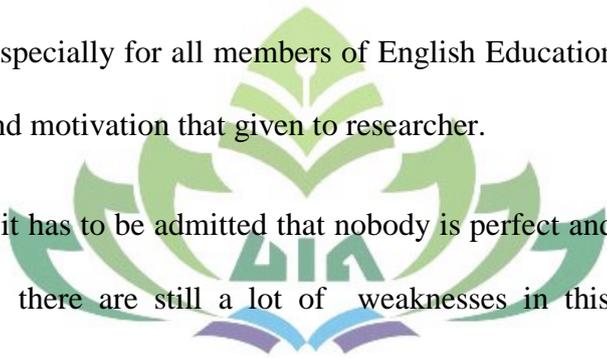
ACKNOWLEDGEMENT

Praise to be Allah, the Almighty God, the most merciful and the most beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation is upon our prophet Muhammad SAW, with his family and followers.

This thesis entitled “The Influence of Humor Stories Toward Students Reading Comprehension At The First Semester Of The Eleventh Grade At SMA Negeri 6 Bandar Lampung In The Academic Year 20212022” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Tarbiyah and Teachers Training faculty, State Islamic University of Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung, with his personnel who have given an opportunity and forbearance to the researcher during this study until the accomplishment of this thesis.
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4. M. Sayid Wijaya, M.Pd, the co-Advisor, who has always patiently guided, helped, supervision especially in correcting and given countless time for the researcher to finish this thesis as well.
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6. My beloved friends in English Education Study Program of UIN Raden Intan Lampung, especially for all members of English Education class F thanks for your help and motivation that given to researcher.



Finally, it has to be admitted that nobody is perfect and researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, criticism and suggestion are sincerely welcomes from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung, 2021

The researcher

Siti Mubarakah
151104034

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CHAPTER I

INTRODUCTION

A. Background of the Problem.

Education is a conscious effort to develop human resource potential through teaching activities. In Article 1 of Law of the Republic of Indonesia Number 20 of 2016 concerning the National Education System states that "Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality. intelligence, noble character, and skills needed by him, the people of the nation and the state.

The implementation of education must be in accordance with the objectives expected in the next article, article 3. Education has a very important role in human life.

The objectives of national education in Law no. 20 of 2003 concerning the National Education System, namely, "National education functions to develop capabilities and shape the character and civilization of the nation with dignity in order to educate the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, with noble character. , healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

According to Mr. Fino chiaro Reading is understanding a meaning and its meaning contained in written language. Reading is understanding some patterns or grammar of written images.

Reading is the process of getting information from the written text, from the writer to the reader. The goal of all reading is the comprehension of meaning that is conveyed in the written text². It means that reading is the process someone to get information and comprehend about the text or the story which they read . The reading is one of four base skills that must be mastered by students and other people. If someone can not read or do not comprehend about the text they will have less information.

Reading consist of two related process word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one spoken language. It is also stated that word recognition is a process of accessing and recognizing individual word.³ It means that word recognition is when reader read a text, the reader will process of accesing and recognizing individual words in the text.

²Muslaini,” strategies for teaching reading comprehension “. English Educational Journal (EEJ) , 8(1) (January 2017) , p. 67

³KriistinLems, Miller LD and soro TM, *Teaching Reading to English Language Learners: Insight from Linguistic*, (New York : The Guilford Press,2010), P.65

Sometimes, reading is seen as a simple activity, but actually it is a complex .We do not just speak of symbols that from of writing but also to understand the purpose of the text. In reading, students are expected to observe, understand and think. Many students find it difficult to understand the texts, even some students think it is hard

Humor is a quality to appeal to amusement or humor, because of its oddity or impropriety which is ridiculous; blend of flavor subtle cuteness inside human and its life consciousness compassionate with a sympathetic attitude. Humor is a taste or a symptom which stimulates us to laugh or mentally inclined to laugh, it can be a feeling, or awareness, at with in us (sense of humor); can in the form of a symptom or copyright from within and from outside ourselves. When it comes to humor, we are can immediately laugh out loud or tend to just laugh; for example smile or feel tickled a tin wardly alone. The stimuli generated must be stimulation mentally laughing, not physical stimulation like the twitching brings amusement but it isn't due to humor.⁴

Meanwhile, comprehension is the process of making sense of words, sentences and connected grammatical knowledge, experience with text and other strategies to help them understand written text. Comprehension is also a constructive process in which student creates

⁴Luckner, J. L., & Handley, C. M. A summary of the reading comprehension research undertaken with students who are deaf or hard of hearing. *American annals of the deaf*, 153(1), 6-36 .2008

meaning based on their background knowledge⁵. It means that comprehension is a constructive process in which a student makes meaning based on knowledge that has been obtained.

The problems in reading comprehension, based on the result of journal an experience of the Rija Dwiono in teaching and learning English in Indonesia, the students have difficulties to comprehend English text on magazine, book, journal or TV, even to comprehend text in their English school books, while they have to read their compulsory books or other materials related to their lesson. Students still got confused to answer the question of the comprehension in reading text. It hapened because they are lack in vocabulary, lack in motivated. Rija Dwiono said that he found the students' reading comprehension was still low⁶. Therefore, their reading comprehension is lack than others. It happened to the students at SMAN 6 Bandar Lampung. Based on the preliminary research at the eleventh grade of SMAN 6 Bandar Lampung on 7 July 2021, the researcher found some students had low score in reading.

⁵ Thomas Gunning, *Reading Comprehension Boosters*, (New York : Jossey-Bass,2010), P.1

⁶Rija Dwiono, "*Listen-Read-Discuss In Teaching And Learning Reading Comprehension: A Case Study Of Private Senior High School In Lampung*" ISBN 978-602-50576-0-1, (Proceeding of 2nd International Conference of Arts Language And Culture, SebelasMaret university, Surakarta) p.433-434.

The students' score can be seen in Appendix 1. There were 117 students of the 45 students who passed the test based on criteria of minimum mastery (KKM) and 72 students failed. In this case, the students score of KKM in SMAN 6 Bandar Lampung was 45 and there were 72 students who got the score under KKM. It means that students who got difficulty in reading comprehension 62%.

There researcher also interviewed English teacher in there ,Mrs. Maslina Bakara S.Pd As the English teacher about students they still have some problems and difficulties in teaching process. First, The teacher only using mandatory book and Student Worksheet (*lks*) for teaching reading. Second, in the reading process the students felt difficulties understand about the text. So, that they could not find the meaning of the word. Third, the students find it difficult to read English texts.

Besides interviewing the English teacher, researcher chose interview for pre-research instruments because they have several advantages that is : first, information obtained directly from speakers. Second, maintaining the confidentiality of respondents to answer according to personal opinion. Third, the cost is cheap.

The researcher gave the students interview to the eleventh grade of SMAN 6 Bandar Lampung. Based on the result of the interview, it showed that of they felt difficult to learn English because they did not

like English. They were difficult and still confused to comprehend English text.⁷

Based on those problems it can be concluded that in teaching reading the teacher thought reading to students by using mandatory book and student worksheet. In addition, the teacher also found that the students felt less understanding in text because they were difficult to find word meaning.

There are many ways in teaching reading comprehension, the teacher has to be able to make the students interested in reading and comprehending English text. Teacher has to use appropriate method that can make the students are interested in learning English text.

That Based on the explanation, the researcher used humor stories method, for teaching reading. Humor is a unique, though universal part of human experience and is fundamentally manifested and expressed through language. It is prevalent in all languages and cultures. Therefore, the employment of humor within the context of second language learning offers great advantages to both language teacher and learner.⁸ It means that humor is different part of human experience and can be expressed through language and can be used in language teaching. Humor story can be used for teaching reading

⁷ Siti Mubarakah, *interview of English teacher of SMAN 6 Bandar Lampung*, Accessed on July 7 2021.

⁸ A. Majid Hayati et al, *Using Humorous Text in Improving Reading Comprehension of EFL Learner*. *Theory and Practice in Language Studies*, Vol. 1, No.6, pp 652-661, (June 2011) p.652

comprehension because it is fun for the students to read kind of funny story. It leads them to enjoy while reading and they could be excited to find the meaning of words in the text.

In teaching reading humor stories there are some advantages, there are: Humor stories can make someone to see problem many different sides, humor can entertain, humor can increase. Someone smartness, humor can also can help someone to comprehend any complex matters.⁹ It means that humor can make someone easy to understand a thing. In this case, the researcher uses spoof text as media in teaching reading comprehension. The researcher chooses this text because it consists of some humors at the end of the story and students must be relaxed with everything related to the humor. Spoof text is text is a text that has humorous with unpredictable and its social function is to entertain the reader.¹⁰ It means that spoof text is text tell a true story with a funny ending.

There were two research related to Humor Stories that have been conducted. The first research was conducted by Hayati, Shoostari and Shakeri. They concluded that using humor in language course, in addition to making class more enjoyable, can contribute to improving

⁹Lamhot Marta Situmeang and YosuaSitorus, “ Improving Students’ reading comprehension by using humor stories in grade eight of smp negeri 5 sibolga in academic year 2017/2018”, Tapanuli Journal, Vol. 1, No.1 ISSN 2622-8823, (agustus 2018)p. 53

¹⁰SutriArianiPutri, “*Teaching To Read Spoof Text By Using Cooperative Integrated Reading And Composition*”, Bung Hatta University, p. 5

students' proficiency. By humor teacher can motivate students and attract their attention toward reading text. The aim of his research is to see whether there is an increased use of humorous texts in teaching reading comprehension skills and significant differences in reading comprehension between two groups: those taught used humorous texts and those not taught used humorous texts. They teach reading comprehension for EFL learners. From their research, the used of humorous texts showed a significant improvement in the recall and comprehension of the grup used humorous texts.¹¹

Furthermore, another research was conducted by Binti. The result that humorous text could relatively influence word comprehension and retention. Humorous text encourage better retention ability as comprehend to non-humorous material. It helps the students to comprehend the material in vocabulary comprehension. The aim of his research is to see whether there is an increased use of humorous texts in teaching vocabulary comprehension and retention abilities, and significant differences in vocabulary and retention between two groups: those taught using humorous text and those not taught using humorous texts. They teach vocabulary understanding and retention for EFL learners. From his research, the use of humorous texts shows

¹¹*Ibid*, p.658

that humor could relatively influence word comprehension and retention.¹²

In conclusion based on the previous researches about humor stories it can be concluded that it showed significant improvement on comprehending the text. So, that using humor stories method is a affective and needed in delivering materials more enjoyable. The students look more actively and fun in learning process and able to get a needed information.

There are some differences between previous research and present research. The previous research by A Majid Hayati, Zohreh Gooniband Shoostari and Nahid Shakeri used humor stories in reading text where the text is a longer text meanwhile the present text used the humor stories is will use short text especially in spoof text. The previous research by Nursyafiqoh Binti Zabidin used humor story to teach vocabulary comprehension. The present research will use humor story to teach reading comprehension especially in spoof text.

Based on the problems that have defined above, the researcher tries to present the new way to encourage the reading comprehension in the students through humorous text, especially on spoof text. The researcher wants to apply the in SMA Negeri 6 Bandar Lampung. Therefore, the researcher proposes a research entitled “ The influence

¹²Zabidin binti Nursyafiqoh, “*The use of humourous texts in Improving ESL Learners’ Vocabulary Comprehension and Retention*”. *English Language Teaching*, Vol, 8, No. 9, pp104-111 (11 August, 2015)

of using humor stories towards student reading comprehension at the first semester of the eleventh grade of SMA Negeri 6 Bandar Lampung in the academic year 2021/2022”.

B. Identification of the problem

Based on the background of the problem, the researcher identified the problem as follows:

1. Students’ reading comprehension was low
2. Students had difficulties to understand comprehend the text well
3. Students did not like English
4. Students’ vocabulary knowledge was low

C. Limitation of the Problem

Referring to the identification of the problem the researcher focused on the influence of using humor stories towards students reading comprehension in spoof text at the first semester of the eleventh grade at SMA Negeri 6 Bandar Lampung in the academic year 2021/2022.

D. Formulation of The Problem

Based on the identification and limitation the problem, the researcher formulated the problem in this research as follows : Is there any influence of using humor stories toward students reading comprehension in spoof text at the first semester of the eleventh grade at SMA Negeri 6 Bandar Lampung in the academic year 2021/2022

E. Objectives of the Research

The objective of the researcher was to find out whether there is influence of humor stories towards students reading comprehension in spoof text at the second semester of the eleventh grade at SMA Negeri 6 Bandar Lampung in the academic year 2021/2022

F. Significance of the Research

The research was intended to give some uses in English teaching field.

The significance of the research were as follows:

a. Theoretically, the result of the research is expected it can motivated students of SMA Negeri 6 Bandar Lampung in studying English, especially in reading comprehension.

b. Partically

1) For the teacher

To give information for the English teacher that humor stories was effective to be used in teaching reading comprehension in spoof.

2) For the students

The students can improve their reading comprehension in fun and enjoyable situation with humor stories.

3) For further researcher

The further researcher should know about the students' reading comprehension in spoof text` especially using humor stories and

he/she needs to carry out the method to the next teaching and learning in the classroom.

G. Scope of the research

The scope of the research as follows:

a. Subject of the research

The subject of this research was students at the eleventh grade of SMA Negeri 6 Bandar Lampung in the academic year 2021/2022.

b. Object of the research

The object of this research was the use humor stories as well as the students' reading comprehension in spoof.

c. The time of the research

The research was conducted at the first semester in the academic 2021/2022.

d. Place of the research

This research was conducted at SMA Negeri 6 Bandar Lampung in the 2021/2022.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

At the end of the research, the post-test was given to measure the influence of Humor Stories towards students' reading comprehension on spoof text after treatments done. The mean score of post-test in experimental class was 73.50 and the mean score of post-test in control class was 66.90. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.012. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

Based on the result of data analysis, the researcher concluded that there was significant influence of Humor Stories towards students' reading comprehension on spoof text at the first semester of the eleventh grade of SMA Negeri 6 Bandar Lampung in the academic year of 2021/2022.

B. Suggestion

Based on the research findings, the researcher would like to give some suggestions as follows:

1. For the English Teacher

The teacher must be able to handle the classroom in teaching learning process, especially when the students are being crowded in learning. He/she must use appropriate strategy, technique, media, etc based on the classroom situation. One of media that the teacher can use for teaching is Humor Story, especially for teaching reading. The teacher must explain the material clearly.

2. For the Students

The students must be more active and collaborative in learning. They should not tend to passive in receiving the material because there must be some difficulties in learning that must be clarified by the students to the teacher. The obstacles in learning should be clarified in order to make them able to understand all of the material and there would not be confusion left.

3. For Further Research

The further research can use the research findings of this research as reference, but they must clarify all of theory and it should be upgraded. The next researcher can use Humor Story as a media for teaching and Guided Reading as a strategy for teaching learning reading.

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