THE HUMOR STORY IN TEACHING READING COMPREHENSION

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Abstract. The objective of the research were to find out whether or not the use of Humor Story can improve the students' reading comprehension and Students interest at the Eighth of SMP Negeri 4 Pancarjiang. This research employed a mixed method that applied monolingual class. The population of this research was the eighth grade students in academic year 2018-2019. There were 65 students spread in 3 classes (VIII.1, VIII.2, and VIII.3) and each class consist appropriately 20-22 students. The researcher took simple random and chose VIII.2 as the representative and the number of total sample is 21 students. The data of the research were collected by using two kinds of instruments, namely reading comprehension test and questionnaire. Reading test was used to obtain data of the students’ reading comprehension ability and questionnaire was used to know the students interest in Reading Comprehension by using Humor Story. The result of data analysis showed that there was significant difference between the students’ score after they were taught by using Humor Story and before they were taught by Humor Story. It was proved by the mean score of the post-test which was higher than the mean score of pre-test (57.57>40.33). Furthermore, the result of the p-value (0.000) was lower than level of significant (α = 0.05); which means that H1 was accepted. Then, the analysis of interest by using Likert Scale indicated that teaching reading comprehension by using humor story, the students were interested. It was proved by 57% students who were strongly interested, 33% students who were interested and 10% students who were moderate. Based on data analysis, the research concluded that: (1) the use of Humor Story effective in improves students’ reading comprehension; (2) the use of Humor Story makes the students interested to learn reading comprehension.

Keywords: Humor Story and Reading Comprehension

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INTRODUCTION

English is taught as a foreign language in Indonesia consists of four skill in language learning, one of them is reading. The importance of reading, especially reading comprehension for someone we must realize. Reading comprehension is needed as a tool to study various fields of science. Through reading comprehension, someone will be helped in order to develop the academic ability, expertise, and intelligence and also will get a variety of information.

Reading is a very important skill in learning languages. Reading comprehension involves more than the reader's response to the text. Reading comprehension is a very complex process, which involves a lot of interaction between the reader and what they bring to the text (prior knowledge, use of strategies) and variables related to the text itself (interest in the text, understanding of the type of text.) (Klingner 2007:8).

Reading is one of the basic communicative skill, but it has very complex process. It can be said that, reading is a process in which reader finds information given by the writer in the written form. In this case, reading can be said as an interactive process, checks, and ask questions about what the text is about.

Reading comprehension is not just reading with a loud voice but reading is established to understand the meaning of word, sentences, and paragraph sense relationship among ideas as it is.
If a student just reads loudly but can’t understand the content of the text, it means that he fails in comprehending passage.

The theory of comprehension assumes that effective understanding is a function of the relationship between present information and active knowledge, and that effective communication therefore depends on the degree to which listener and speakers share a common semantic “field”. When preparing students for a reading activity, we can help them become aware of relevant prior knowledge, while we judge whether or not that knowledge is sufficient for comprehension of the text. And that point we will be able to make knowledgeable decisions about reading assignments and instruction and related concepts.

F. Dubin (1986) explained the meaning of reading as “reading is primarily a cognitive process, which means that the brain does most of the work. Reading means a complex process of thinking in assigning meaning from printed materials which involve most of the reader’s intellectual act such as pronunciation and comprehension in order to receive ideas or information extended by the text. It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word or line to line to understand what we read. It means that reading is a process to understand the text content and to get information.

Based on the statement above about the importance of reading with reality, students’ interest in reading has not been satisfactory. Low interest in reading society based on a survey conducted by UNESCO in 2012 on reading interest in 61 countries, Indonesia was only 0.001 percent or ranked second lowest in the countries surveyed only one level above Botswana in Africa (kominfo.belitungkab). And From the data of the National Library in 2017, the average frequency of reading for Indonesians is only three to four times per week. While the number of books that are read on average is only five to nine books per year.

As we know other factors that influence students’ reading comprehension are the teaching process. There are some teachers who still use the explanation method, they only explain the material and students only listen to what they say. The results that students are boring, they do not like to learn and their performance decreases. They need several activities that can make them happy with the learning process of reading so that they can get the main goals of the learning process. It must be teachers who do not know how to serve and deliver material well, pleasant, and interesting to students.

There are many methods we can use to improve reading comprehension. One of them is using humor story. The purpose of using humor story is to help students practice their reading comprehension with fun and enjoy the learning process in the classroom. People laugh, love to have fun. Expert suggests laughing is an important tool to promote learning the English language. Humor is an interesting subject to everyone. Most importantly humor has been a part of our pedagogical system. It adds inspirational enthusiasm among learners. Teachers mention different humors to teach English Language. Sadia (2017).

A. Majid Hayati (2011) state Humor is a unique part of human experience, even though it is universal and is basically manifested and expressed through language. This is common in all languages and cultures. Therefore, the use of humor in the context of second language learning offers great benefits for language teachers and students. Reading needs practicing, make students interesting and enjoyable with their read, it will stimulate students to read more and it will train their comprehension on reading. As result, it will be easier for the students to comprehend any other reading material.

LITERATURE REVIEW

1. The Nature of Reading

Reading is process undertaken to reduce uncertainty about meaning a text conveys the
process result from negotiation of meaning between the text and reader. Then, we can mention that reading are knowledge, expectation, and strategies that the reader uses to express textual meaning all play decisive roles way the reader negotiates with the text meaning.

According Patel and Jain (2008) Reading means understanding the meaning of written words or symbols. Reading is active processes consisting of recognition and understanding skill. Reading is an important activity in life such as someone can update or get knowledge and that's important tools for academic success. Kozak M (2011) define Reading as a skill which enables us to get a message, recognizing the written words (written symbols), getting (understanding) the meaning, used to teach pronunciation and obtain information from the text.

Based on the above definition, reading is important in everyday life, and also reading is not only the process of getting written symbols in accordance with one's oral language but also the process of getting the message to be conveyed by the author.

2. Types of Reading

There are the following types of reading according to Patel and Jain (2008: 117-123)

a. Intensive Reading

Intensive reading is an activity that is carried out carefully and thoroughly on the text that is read. Reading will provide a basis for explaining structural difficulties and for expanding vocabulary and idiom knowledge. This will also provide material for developing greater language control in speech and writing. Intensive reading is reading a text or reading a part. In reading this students read the text to get knowledge or analysis. The purpose of this reading is to read shorter texts. This reading is done to get specific information. Students read books to gain knowledge.

b. Extensive Reading

Extensive reading is a technique used to get a general understanding of a subject and includes reading longer discourse texts for pleasure.

Readers are curious about something. Readers do not care about specific or important information after reading. Usually people read so that they keep updating.

c. Aloud Reading

Aloud reading is basic form of classroom disciplines and organization. In reading aloud, the students are confronted with written sentences that have never been spoken before. The purpose of reading aloud is an ability or achievement of better speaking and pronunciation of students.

d. Silent Reading

Silent reading is a silent reading technique which is a very important skill in teaching English. This reading is usually used to increase reading skills among students. Silent reading is done to get a lot of information. The teacher must make them read calmly and when they can read without difficulty. This is a kind of habit where students can read without sound that can interfere with reading.

3. Technique of Reading skill

Brown (2001:308) states that in English language there are three kinds of reading technique, they are:

a. Survey Reading

In survey reading, a reading survey some informations that they want to get. Thus before that reading process a reader must be set what kind of information the reader needs.

b. Scanning

In scanning reading, the reader quickly to answer a specific question quickly. When scanning the reader only try to locate specific information and they do not follow the linearity of the passage to do.

c. Skimming

Skimming is a kind of reading that makes our eyes moves quickly it used to quickly identify the main ideas of a text, to look at section heading, summaries and opening paragraphs.
4. Definition of Reading Comprehension

Reading comprehension is the ability to process text, understand the meaning of the text and integrate it with what the reader knows. The ability of individuals to understand text is influenced by their skills and their ability to process information.

Reading comprehension is the ability to process text, understand meaning, and integrate it with what the reader knows. The ability to understand and influence their skills to process information. Understanding reading is a multicomponent process, very complex which involves many interactions between the reader and what they bring to the text (applicable knowledge, use of strategies) and variables related to the text itself (interest in text, understand the type of text.) Klingner (2007:8)

Understanding of reading is an ability to understand meaning, and integrate with what the reader already knows. The basic skills needed in efficient reading comprehension are knowing the meaning of words, the ability to understand the meaning of words from the context of discourse, the ability to identify references in them, the ability to draw conclusions from a part about their contents, the ability to identify the main thoughts of a part, ability to answer questions answered in a section, ability to recognize literary devices or propositional structures used in a section and determine its tone, to understand situational atmosphere (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc. delivered for statements, questioning, ordering, retraining etc. and finally the ability to determine the objectives, intentions and perspectives of the author, and draw conclusions about the author.

From the definition above, the researcher concludes that reading comprehension is ability to understand understanding reading through the process of knowing, meaning, defining, organizing processing evaluating etc. and also know what content or meaning is contained in the reading that the writer wants to convey.

5. Strategies for reading comprehension

The process of understanding text begins before children can read when someone reads a picture book to them. They listen to the words, look at the pictures in the book, and start associating the words on the page with the words they hear and the ideas they represent.

To learn strategies for understanding, students need modeling, practice, and feedback. Strategies taught are explained below. Read Naturally (2018)

a. Using Previous Knowledge / Preview

When students preview the text, they use what they already know that will help them understand the text they are about to read. This provides a framework for every new information they read.

b. Predict

When students make predictions about the text they are about to read, it sets expectations based on their prior knowledge of the same topic. When they read, they may mentally revise their predictions because they get more information.

c. Identifying the Main Idea and Summarizing

Identifying key ideas and summarizing requires students to determine what is important and then put it in their own words. Implicit in this process is trying to understand the purpose conveyed by the author's in writing text.

d. Questioning

Submitting and answering questions about text is another strategy that helps students focus on the meaning of the text. The teacher can help by modeling both the process of asking questions and good strategies for finding answers in the text.

e. Make Conclusions

To make conclusions about something that is not directly stated in the text, students must learn to draw on previous knowledge and recognize clues in the text itself.

f. Visualize
Students who visualize while reading have better memories than those who don't. Readers can use illustrations embedded in text or create their own images or mental images when reading text without illustrations.

From the definition above, reading comprehension refers to an understanding of what has been read. Understanding is a process of thinking that depends not only on understanding skills but also on the background of readers' knowledge and experience.

6. Teaching Reading Comprehension

In teaching reading comprehension, teachers need strategies to make students understand the reading text. According to Brown (2001: 306-311), the following are strategies that can be applied in teaching reading comprehension:

a. Identifying the purpose in reading

By knowing the purpose of what the reader is reading, the reader can eliminate where unwanted interference or information. With this strategy, students will get information what they want to know in reading the text.

b. Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

Learning English at the initial level faced is one of the difficulties of students in learning to read is to make correspondence between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc) and the sound words with final silent “e” such as (late, time, bite, etc).

c. Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels)

In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important.

d. Skimming the text for the main ideas

Skimming is one of the most important reading strategies for students. Skimming is a quick reading technique to look for important things and main reading ideas (such as essays, articles, or chapters) to find out about the contents of the text or to find out the main ideas of the text. Skimming gives readers the advantage of being able to know the purpose of this passage, the main topic, or message, and maybe some ideas that develops or support.

e. Scanning the text for specific information

Scanning is a reading technique that quickly searches for certain information that the reader needs to read the text. Scanning exercises can ask students to look for names or dates, to find key concept definitions, or to list a number of supporting details

f. Using semantic mapping or clustering

The reader can summarize the long series of ideas or events by grouping keywords from the words they get from the reading. Semantic mapping strategies, or group ideas into meaningful groups, help readers to remember the contents of the text.

g. Guessing when you are not certain

Brown states that guessing is a very broad category. Learners can use guessing to their advantage to:

1) Guess the meaning of the word,
2) Guess the grammar relationship (eg, pronoun reference)
3) Guess the discourse relationship,
4) Concluding the implicit meaning (“between lines”),
5) Guess about cultural references, and
6) Guess message content,

These micro skills can be used for teachers as a strategy to overcome difficulties in students' reading comprehension. In addition, students must encourage themselves to become strong readers. Strong reading skills help students in all other subjects and in their personal and professional lives in the future.
7. The Concept of Humor

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. According to Oxford Advanced Learner’s Dictionary 9th edition (2016), humor is the quality in something that makes it funny or amusing; the ability to laugh at things that are amusing. Reddy (2016:9) humor can create strong bonds and vital elements for connection. When the audience laughs, it means more than being entertained, they laughter says that they understand you, they like you.

Based on that statement humor is a broad term that refers to whatever people like or do that is called funny and contributes to making others laugh, like clothing mental processes that enter into creating and perceiving such funny stimuli, and also affective responses involved in enjoy that.

8. Component of humor

In terms of psychological perspectives, the humor process can be divided into four important components: (1) social context, (2) cognitive-perceptual processes, (3) emotional responses, and (4) expressions of laughter of vocal-behavioral behavior. Martin (2007: 5)

a. Kinds of Humor

Setiawan in Situmeang (2018) categorized humor according to its expression from he state the kind of humor in the following:
1) Performing comedy is delivering a comedy or humor directly through a story or gesture. Such as jest, pantomime, etc, graphic humor such as caricature funny picture etc.
2) Literature humor such as anecdote, funny story humor stories, etc.

b. The Reasons of using humor in classroom

Humor is a short narrative text of an interesting or amusing it can make students to motivate in reading, because it is interesting and enjoyable for students. The reason of the humor use in classroom there are three widely know and long-standing theory (Moreall 1983):

1. Sociological Benefits

Humor can help establish relationships or be used to strengthen relationships a teacher and student in the class includes attracting students' attention, in order to stimulate class participation. Comfortable interaction can produce students' desire to interact in class activities and this is a good way to improve their language learning. In general, humor, if used properly, can be effective tool for socialization to create and enhance interpersonal relationships.

2. Instructional Benefits (The Incogruity Theory)

Instructional humor that gives rise to positive emotions can be associated with learning. Especially when humor is used and related to subject matter, it can improve language learning and make course content retentive Wanzer in Algafar (2017). making, students gain more positive attitudes towards education, which then impacts on increasing their student motivation and results in an increase in academic value. This means that the humor used in teaching has an advantage at the intellectual level that can make students produce stimuli to learn lessons faster, more active, and interested. This stimulus generated by humor can solve problems related to students' thinking skills.

3. The Reasons of the Humor Avoidance in Classroom

Although there are so many good reasons for using humor, there are also several reasons for avoiding humor that teachers need to consider. Wanzer in Algafar (2017) states some examples of humor that should be avoided in classrooms such as making fun of students, stereotypical humor, failing humor, sexual humor, vowing to be funny, joking about serious problems, and personal humor. Humor that leads to certain groups and is based on stereotypes should not be used in the classroom. In addition, there is also humor that fails, when students find that teacher humor is not funny. One reason might be the difference between interpretation of humor based on age, culture, gender, or life experience.
RESEARCH METHOD

This research will apply mixed method design. Mixed method research design combine quantitative and qualitative by sentially mixing both qualitative and quantitative in a research (Gay et al. 2006:490). This research uses two variable. They are independent variable and dependent variable. The independent variable of this research is the use of humor story (X) and dependent vvariable is students, reading comprehension (Y1) and students’ interest (Y2).

Operational Definition of the variabels In this section, the researcher explain operational definition of variabels that have mentioned above in the variabel of the research:

1) Reading comprehension is the ability of students to comprehend a reading passage in the form of the text (Spoof Teks)
2) Humor is the quality that can make something seems funny thats make students to motivate in reading, that consists of aspect social context and cognitive-perceptual processes.
3) Students’ interest is students’ respond after giving treatment for four time.

According to Creswell (2005:142), population is the group of individuals who have the same characteristics. The population of this research is taken from the Eighth Grade students of SMP Negeri 4 Pancarijiang in 2018/2019 academic year. The classes are classified based on the students’ registration number when they register to enter the school. VIII.1 consist of 22 students, VIII.2 consist of 21 Students and VIII.3 consist of 22 Students. The number of population was 65 students.

<table>
<thead>
<tr>
<th>No.</th>
<th>Class</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VIII.1</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>VIII.2</td>
<td>21</td>
</tr>
<tr>
<td>3</td>
<td>VIII.3</td>
<td>22</td>
</tr>
</tbody>
</table>

Table 1. The Population Eighth-Grade SMP Negeri 4 Pancarijiang

Sample is a subgrup of the target population that the resercher plans to study for generalizing about the target population Creswell (2012:142). In this research, the researcher will apply cluster random sampling technique that one class would be the sample. The researcher choose VIII.2 students as the sample the number of total sample are 21 students.

<table>
<thead>
<tr>
<th>CLASS</th>
<th>MALE</th>
<th>FEMALE</th>
<th>NUMBER OF STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII.2</td>
<td>11</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>Total Sample</td>
<td></td>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>

Table 2. Sample Eighth-Grade SMP Negeri 4 Pancarijiang

The research would be using a reading test at the instrument to collect the data used multiple choiche and true false test. The students would be asked to read a text. This test would be administered to the students twice namely pre-test and post-test. The post-test would be giving before the treatmet to get students’ prior knowledge in reading. The post-test would be conducted to find out students’ reading comprehension after treatment is give (using humor story).

The questionnaire distribute to the students after giving treatment, to find out the students interest in learning reading comprehension using “Humor Story”. The questioner consisted of 20 items, 10 items positive statements and 10 items negative statements. The research give optional those are: (1) Strongly agree, (2) Agree, (3) Undecided, (4) Disagree, (5) Strong disagree. The questioner would be distributed to the students after the treatment is given.

Before the conducting the treatment, this research administrered the pre-test to identifying students’ reading comprehension. After conducting the pre-test at the first meeting, the students would be treated by giving humor story.
After doing treatment, the students gave post-test to find out students’ development in building up their reading comprehension by using humor story.

Questionnaire was distributed to the students’ to know their interest in learning reading comprehension by using humor story. The questionnaire consisted of 20 items. Those are 10 positive and 10 negative statement in the questionnaire.

The researcher gave the treatment to the students. The treatment would prepare in four meeting. Each meeting, researchers presented material about the humor stories with a different theme each meeting. The procedure of the treatment is follow:
1) Giving motivation.
2) The researcher explain how to learn process would going on.
3) The researcher prepares the material.
4) Giving some some times (5-8 seconds) to ask unclear material.
5) The researcher invites the topic.
6) Provides additional information for students to answer.

After all the process, the researcher gave the students comprehension about the activity and ask their suggestion and commentary about the learning process so that each meeting can be more effective and fun between the researcher and students.

RESULT AND DISCUSSION
1. The rate percentage score of pre-test and post-test.

The finding were obtained through the test which was conducted through two itms, namely pre-test and post-test

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>86-100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Good</td>
<td>71-85</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 3. The Classification of Students’ Score Pre-test and Post-Test

Based on the table above, it explained that most of the students in the pre-test got poor and very poor classification, there: 13 (62%) students categorized in poor and 8 (36,%) students categorized in very poor. But in the post-test they got good classification, 4 (19%) students categorized in very poor, 5 (24%) students categorized in poor, 7 (33%) students categorized in average and 5 (24%) students categorized in very good. The result of the pre-test was not suitable with what the researcher expected but in the post-test the researcher had seen an increasing. In indicated that the students’ achievement increased after being taught using Humor Story.

Table 4. The mean score and standard deviation of pre-test

<table>
<thead>
<tr>
<th>No</th>
<th>Variable</th>
<th>Mean Score</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre test</td>
<td>40.33</td>
<td>8.51</td>
</tr>
<tr>
<td>2</td>
<td>Post test</td>
<td>57.57</td>
<td>14.98</td>
</tr>
</tbody>
</table>

Table 4 shows that the mean score of the students in post-test (57.57) was greater than pre-test (40.33), it means that the students who was teach by using Humor Story was improved.

2. Hypothesis testing

In testing hypothesis, the researcher used P-Value formula. In this case, the researcher used t-test formula (paired sample test). The level of significant is a set at α = 0.05

Table 5. The T-test Value of The Students’ Reading Comprehension

<table>
<thead>
<tr>
<th>P-Value</th>
<th>(u)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.000</td>
<td>0.5</td>
<td>Significant difference</td>
</tr>
</tbody>
</table>

Based on the students result obtained and stated in findings above, the researcher used paired samples t-test in inferential statistic
through SPSS 21.0 program for Windows Evaluation Version to test the hypothesis. In pre-test and post-test, the researcher found that the p-value was lower than the α (0.000<0.05). This means that $H_0$ was rejected and $H_1$ accepted. It means that teaching reading comprehension through English learning material design using Humor Story has the good to the students.

3. The Students Interest

To know the students’ interest toward the use of Humor Story in improving students’ reading comprehension, the researcher distributed questionnaire to the students. The data was analyzed by using Likert Scale and SPSS. These results can be seen on table 6.

<table>
<thead>
<tr>
<th>Category</th>
<th>Interval Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Interested</td>
<td>85 – 100</td>
<td>12</td>
<td>57</td>
</tr>
<tr>
<td>Interested</td>
<td>69 – 84</td>
<td>7</td>
<td>33</td>
</tr>
<tr>
<td>Moderate</td>
<td>52 – 68</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Uninterested</td>
<td>36 – 51</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Strongly Uninterested</td>
<td>20 – 35</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>

Based on the percentage analysis of students’ interest on the table 6 above, The analysis indicated that the students were strongly interested to improve the reading comprehension through English learning material Humor Story. It was proved by interest mean (84.57) where 57% students were strongly interested, 33% students were interested, and 10 % students were moderate.

The table 7 shows that the mean score of students’ interest was 84.57 which was categorized as strongly interested. Then, it can be concluded that the application of Humor Story in reading comprehension is interesting. The discussion section deals with the findings that derived from descriptive statistic and inferential statistics, some theories, and the interpretation of test result both of the groups.

The description of the collected data through the test as explained in the previous section showed that the students’ reading comprehension was improved after the treatment by using Humor Story. It was supported by the mean score of students’ test in post-test students’. The mean score of post-test was 40.33. The data in previous section showed that using Humor Story was effective to improve students’ reading comprehension. It is supported by the difference between the test mean score of post-test (57.57) was higher than the pre-test (40.33).

Based on the students’ result obtained and stated in findings above, the researcher used t-test in inferential statistic through SPSS version 21.0 program to test the hypothesis. On statistics test result, it showed that the p-value is lower than alpha (0.000 < 0.5). It means that $H_1$ was accepted and $H_0$ was rejected. It is concluded that there was a significant difference between students in reading comprehension. In other words, there was an improvement on the students’ reading comprehension after applying Humor Story in SMPN 4 Pancarijang.

In the other side, the researcher also found that the students interested used Humor Story improving students’ reading comprehension. It is supported by mean score of the questionnaire was 84.57 which was classified into interested category.

Regarding to the explanation above, the researcher also found that the highest score in reading comprehension. So, the used of humor story was good in improving reading comprehension. To support this statement Hamka (2001) says that humor can function to do all intention and all goals in every facet, humor can...
make someone to see problem in any different sides, humor can entertain, humor can swift mind, humor can increase someone smartness, humor can make someone tolerate something and humor also can help someone to comprehend any complex matters. And in the other Algafar (2017) said making students gain more positive attitudes towards education, which then impacts on increasing their student motivation and results in an increase in academic value. This means that the humor used in teaching has an advantage at the intellectual level that can make students produce stimuli to learn lessons was faster, more active, and interested.

Based on the students result obtain and stated in findings above, the research use p-value in inferential statistic through SPSS version 21.0 program to test the hypothesis. In the other words, there was an improvement on the students’ reading comprehension after used humor story at SMP Negeri 4 PancarRijang.

CONCLUSIONS

The use of Humor Story is effective to improve the students’ reading comprehension students of Eighth Grade of SMP Negeri 4 Pancarijang. It was proved by the mean score (40.33<57.57) and hypothesis testing showed p-value was lower than alpha (\(\alpha\)) value (0.000<0.005), it means that null hypothesis (H0) was rejected and alternative hypothesis was accepted.

Based on the findings, the analysis shows that the use of Humor Story influenced significantly students’ interest in learning English. This means that using Humor Story is a good applicable strategy in teaching reading comprehension. Based on the percentage analysis of students’ interest in this research, the analysis showed that 57% who were strongly interested, 33% who were interested and 10% who were Moderate. This means Humor Story is a good applicable strategy in teaching reading comprehension.

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