

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Reading is one of the four language skills required for those who learn English. This skill is essential to develop the minds of readers and as a means of transferring knowledge and technology in writing, and can increase their knowledge. They can also learn new thoughts from reading.<sup>1</sup> Furthermore, reading plays an important role because reading is an activity that is needed in our lives to seek information or knowledge from textbooks, articles, or magazines written in English. Therefore, students must have good reading skills to help them succeed in academics. Extensive reading is one of the sub-skills in reading, through this skill students take the opportunity to read at their own pace and within their own time limits so that they can adapt their reading speed and gain the ability to read faster in their further readings.<sup>2</sup>

Comprehending the content in reading is crucial for students because it can make students understand information from material written in English. In reading comprehension, the message to be conveyed in written form is an essential element that must be recognized by students, because knowing the thoughts expressed in reading material is the main goal of reading. As stated by Snow reading comprehension is the process of actively interacting with written language and collectively obtaining and producing meaning.<sup>3</sup> Furthermore, according to Duke cited in Abbas and

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<sup>1</sup> Lailiyatul Fitriyah, "Effectiveness of Scramble to the Students' Reading Comprehension", *Journal of English Education and Technology*, Vol. I, No. 04, (January, 2021), 308.

<sup>2</sup> Hiroya Tanaka and Paul Stapleton, "Increasing Reading Input in Japanese High School EFL Classrooms: An Empirical Study Exploring The Efficacy Of Extensive Reading", *The Reading Matrix*, Vol. VII, No. 1, (April, 2007), 115.

<sup>3</sup> Shari Robertson, *Reading for Understanding in ASD*, *The ASHA Leader*, vol. 22, 2017, <https://doi.org/10.1044/leader.ov.22102017.np>.

Saoburi comprehension is a process in which readers interact with the material to make sense of it using a combination of prior knowledge and experience, the information in the text, and their own opinions about the text.<sup>4</sup> In this way, it can be concluded that by reading comprehension students can get what they want to know from the reading material, and can interpret it based on knowledge they have obtained. However, the problem is how to make them comprehend.

The researcher conducted pre-observation to obtain information related to the condition of students in MtSN 1 Kabupaten Serang in English language learning. To find out the condition of students in learning English, the researcher conducted interviews with the English teachers there. The results of the interview revealed that there were several factors causing students difficulties in learning English, especially in reading comprehension. Firstly, in the process of teaching English teachers only use the teaching material of compulsory books and student worksheets (*LKS*). Secondly, the pupils still don't know how to look for implicit and explicit information in the texts they read, so they cannot understand the main idea of the text. Thirdly, the students found it difficult to read English texts, especially long written texts such as narrative text, procedure text, and report text. Besides interviewing English teachers, the researcher also interviewed eighth-grade students at MtSN 1 Kabupaten Serang. Based on the results of the interview, show that they felt difficulty and were still confused in understanding English text because they have a lack of vocabulary. They also said that the topic material provided by the teacher in reading sessions made them bored and they did not interact much because the topics given is uninteresting. Therefore, in the process of learning English a teacher must provide interesting topic material.

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<sup>4</sup> Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, "How Can Students Improve Their Reading Comprehension Skill?", *Journal of Studies in Education*, (March - Mey, 2016), Vol. VI, No. 2, 230.

Due to the reasons above, the researcher uses humor stories to improve students' extensive reading comprehension skills. Humor is an alternative teaching material that teachers can use in class to increase learning effectiveness. Humor is divided into two types, namely comedy shows and literature humor. In comedy shows such as jokes, games, and funny caricature photos. In literary humor is humor story, anecdote text.<sup>5</sup> Several previous studies said that the use of humor in teaching and learning is to improve student learning and bring positive changes in student attitudes. Furthermore, using humor stories as additional material in learning reading comprehension is effective for facilitating a relaxed and fun atmosphere for students, so that they will have a strong motivation in reading.<sup>6</sup> Additionally, that suggests that selected humorous text is worthy and useful to be applied in improving the students' comprehension.

A study conducted by Syafik entitled "Humor English Teaching Material for Improving Students' Speaking Skill with High and Low Learning Motivation". This study used experimental research factorial design. This study shows that humor as teaching material improves students' speaking skills significantly. Syafik also said that humor reduces students' fear of speaking performance, and humor makes the learning environment more enjoyable.<sup>7</sup> As for the research that has been done by Tang with entitled "The Humor Story in Teaching Reading Comprehension". This study used a mixed method research design monolingual class. In this study reveal that humor used in teaching therefore has an intellectual advantage, which can encourage students to

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<sup>5</sup> Rizky Fadilla and Dirgantara Wicaksono, "The Effectiveness of Using Humour Stories To Improve the Reading Skill of Seventh Graders", *The Social Perspective Journal*, Vol. I, No. 3, 201 (February-April, 2022), 201.

<sup>6</sup> A. Majid Hayati, Zohreh Gooniband Shooshtari, and Nahid Shakeri, "Using Humorous Texts in Improving Reading Comprehension of EFL Learners", *Theory and Practice in Language Studies*, Vol. I, No. 6, (June, 2011), 635.

<sup>7</sup> Ahmad Nur Syafiq, "Humor English Teaching Material For Improving Student's Speaking Skill With High and Low Learning Motivation", *Language Circle : Journal of Language and Literature*, Vol. VII, No. 1, (October, 2012), 53.

learn more quickly, actively and interestingly.<sup>8</sup> It means use of humor story influenced significantly students' interest in learning English, especially in reading comprehension. Therefore, a research has been done by Eryana with the title "Enhancing Students' Achievement and Motivation toward Reading Comprehension by Using Humor Story at the 11th Grade of SMK Negeri 6 Bulukumba". The method used is a pre-experimental design with one group pre-test and post-test. This research shows that humor story increases students' achievement in reading comprehension in interpretive terms. And also the use of humor stories motivates students' reading comprehension because humorous stories make students enjoy and are funny in the reading process.<sup>9</sup>

From all the studies that have been conducted by several researchers above, there are similarities with this study, which examines humor stories and reading comprehension. However, there are some differences between this study and previous study. Thus, a previous research by Syafik using humor for speaking skills, while this study uses humor for reading comprehension skills. The previous research by Tang the study focus to find out the application of humor stories to make students interested in learning English, especially in teaching reading comprehension, while the future study focus on measure the effectiveness of humor stories in teaching reading comprehension. Thus, the previous research by Eryana used humor story in reading comprehension to enhance students' achievement and motivation, while the future research uses humor story to enhance students' extensive reading.

There is a research gap in the use of humor stories. The novelty in this study is that it focuses on enhancing reading sub-skills, namely

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<sup>8</sup> Syamsu Tang et al., "The Humor Story in Teaching Reading Comprehension," *Journal of Advance English Studies*, Vol. II, No. 2, (August, 2019), 86.

<sup>9</sup> Surni Eryana, Syamsiarna Nappu, and Nurdevi Bite Abdul, "Enhancing Students' Achievement and Motivation Toward Reading Comprehension By Using Humor Story", *Journal Keguruan dan Ilmu Pendidikan (JKIP)*, Vol. VII, No. 2, (June, 2018), 71.

extensive reading. To enhance students' skills in extensive reading, researcher use humor stories for media in teaching reading. Because in some previous studies no one has conducted research on humor stories in sub-skill reading. Therefore, this study aims to fill the research gap by investigating the use of the humor story as media in teaching reading materials to improve students' skills in extensive reading comprehension.

Based on the problems that have been described, the researcher wants to try a new way to improve students' extensive reading comprehension skills through humor stories. The researcher will apply it in the eighth grade of MTSN 1 Kabupaten Serang. Therefore, the researcher suggests a study with the title **“The Effectiveness of Humor Stories as Teaching Material to Enhance Students’ Extensive Reading Comprehension Skills” (True Experimental Research at Eighth Grade of MTSN 1 Kabupaten Serang).**

## **B. Identification of Problem**

Based on the explanation of the research background, the identification of the problems in this study are as follows:

1. Students have difficulty in comprehending English text well.
2. Students have difficulty understanding the written English long text.
3. The students can't understand English text because they vocabulary knowledge is still low.
4. An uninteresting type of material topic used to teach reading comprehension. Because teachers only use the topic material on mandatory books and student worksheets (*LKS*) in teaching reading.

### **C. Scope and Limitation of Study**

The focus of this research is on the effectiveness of humor stories and how to implement these techniques to improve students, reading comprehension. This research is limited to the eight grade students of MTSN 1 Kabupaten Serang in the academic year 2022/2023.

### **D. Research Question**

Based on the research background, the formulation of this study is as follows;

1. How does the implementation of humor stories enhance students' extensive reading comprehension skills in eighth grade of MTSN 1 Kabupaten Serang?
2. How about the students' extensive reading comprehension before and after using humor stories in the eighth grade of MTSN 1 Kabupaten Serang?
3. Is there any significant effect of humor stories on enhancing students' extensive reading comprehension skills in eighth grade of MtSN 1 Kabupaten Serang?

### **E. Objective of Study**

Based on the formulation of the problem mentioned, the objectives that the researcher wants to obtain from the research are:

1. To find out the implementation of humor stories to enhance students' extensive reading comprehension in the eighth grade of MtSN 1 Kabupaten Serang.
2. To examine the students' extensive reading comprehension before and after using humor stories in the eighth grade of MtSN 1 Kabupaten Serang.

3. To investigate the significant effect of humor stories on enhancing students' extensive reading comprehension in eighth grade of MtSN 1 Kabupaten Serang.

## **F. Significances of Study**

1. Theoretically
  - a. The teacher can implement the humor stories in reading comprehension as teaching material.
  - b. As a reference for other researchers who want to learn humor stories strategies more intensively in teaching reading comprehension.
2. Practically
  - a. The results of this study are expected to implement humor stories to increase students' learning reading comprehension.
  - b. The use of humor stories in reading comprehension can make students more active in class and interested in learning.

## **G. Previous Study**

So far, the researcher found several studies related to this study, which can be explained as follows:

The first research was conducted by Sabata and Kupepe (2020) under the title “Humorous Stories In Teaching Reading Comprehension Of EFL Student” The aims of this study was to determine the increase in reading comprehension skills in class XI students at SMA Muhammadiyah Luwuk. This study uses a pre-experimental research design, namely a one-group pre-test and post-test. The results of this study indicate that there is a significant difference in students' reading achievement with funny stories. This is shown by the results of the pre-test score which is lower than the

post-test score. In other words, humorous stories can improve students' reading comprehension for senior high school classes.<sup>10</sup>

There are similarities and differences between previous studies with future research. The similarity is using humor stories to improve students' reading comprehension. In other hand, the difference between previous research populations was eleventh grade while the future research population was eighth grade. Furthermore, the previous study used a pre-experimental study design with one group, while this study used a quasi-experimental design with two groups.

The second study conducted by Tang et.al, in 2019 entitled “The Humor Story in Teaching Reading Comprehension” The aim of this study was to find out whether the use of humorous stories can improve students' reading comprehension and interest in eighth graders of SMP 4 Pancarijang. In this study, they used a mixed-method design that applied a monolingual class. From this study, it was found that the use of humor stories was effective in increasing students' reading comprehension and making students interested in learning reading comprehension.<sup>11</sup>

The similarities and differences between previous research and this research are; that the similarities are focused on strategies in teaching reading comprehension and both use eighth graders as the research population. The difference is the previous research used the mixed method monolingual class research method, while this study used a quantitative quasi-experimental.

The third study was conducted by Lestari in 2019 with the title “The Effectiveness of Humorous Comic in Teaching Reading Skill At Eight Grade Of SMPN 1 Ponorogo” The purpose of this study was to find

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<sup>10</sup> Yusniati N. Sabata and Lili Ihliyani Kupepe, “Humorous Stories in Teaching Reading Comprehension of EFL Students,” *BABASAL English Education Journal*, Vol. I, No. 1 March, 2020), 33-43.

<sup>11</sup> Syamsu Tang et al., “The Humor Story in Teaching Reading Comprehension,” *Journal of Advance English Studies*, Vol. II, No. 2, (August, 2019), 77-87.



significant differences between the reading skills of students who were taught with humorous comics and those who were not taught with humorous comics in the eighth grade of SMP Negeri 1 Ponorogo. This study used a quasi-experimental research method design with a sample of 32 students in the experimental class and 32 students in the control class. The results of this study indicate that students who are taught with humorous comics get better scores than those who are not taught with funny comics. That is, humorous comics are effective in teaching students' reading skills at eighth-grade students of SMP Negeri 1 Ponorogo.<sup>12</sup>

The similarities and differences between previous research and this research are; the similarities are using the same research method, namely quantitative experimental and using humor to improve students' reading skills. The difference from previous research and this research is the type of humor used in different studies, where previous research used humorous comics as learning material while this research used humor types of humor stories texts in learning material.

The fourth study was previously conducted by Eryana, Nappu, and Nurdevi in 2018 with the title "Enhancing Students' Achievement and Motivation toward Reading Comprehension by Using Humor Story at the 11th Grade of SMK Negeri 6 Bulukumba. This study aims to determine the achievement and motivation of students in reading comprehension by using humor stories. The method used is a pre-experimental design with one group pre-test and post-test. The conclusion of the findings of this research is that the humor story strategy increases students' achievement in reading comprehension in interpretive terms. Also, the use of humor stories motivates students' reading comprehension because humorous stories make students enjoy and are funny in the reading process.

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<sup>12</sup> Hikmah Hidayah Lestari, "The Effectiveness of Humorous Comic In Teaching Reading Skill at Eight Grade of SMPN 1 Ponorogo", (Thesis, State Institute for Islamic Studies of Ponorogo, Ponorogo, 2019), p. 143.

The similarities and differences between this study with the previous this study. The similarities are that both focus on using humor stories to teach understanding to read. And they both employ quantitative research methods. Whereas the difference between the object in previous research was seventh grade and the object in the study that researchers would do was eighth grade. The focus of previous research is to increase the success and motivation of the student in reading comprehension using humor stories while this study focuses on the student's reading skill by using humor stories.<sup>13</sup>

## **H. The Organization of Writing**

In this research, the researcher will arrange it in five chapters. Each chapter consists of several points to explain the chapter.

**CHAPTER I is Introduction.** In this chapter, there are several sub-chapters namely; background of study, identification of problem, scope and limitation of study, research question, objective of study, significance of research, previous research, and organization of the research.

**CHAPTER II is The Theoretical Framework.** This chapter consists of the definition of reading, the purpose of reading, the type of reading, the teaching of reading, assessment of reading, reading comprehension, Technique of reading comprehension, the definition of extensive reading, the purpose of extensive reading, extensive reading activities, the definition of teaching material, teaching material development, reading material, the definition of humor stories, kind of humor stories, humor in teaching, humor in reading comprehension,

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<sup>13</sup> Surni Eryana, Syamsiarna Nappu, and Nurdevi Bite Abdul, "Enhancing Students' Achievement and Motivation Toward Reading Comprehension By Using Humor Story", *Journal Keguruan dan Ilmu Pendidikan (JKIP)*, Vol. VII, No. 2, (June, 2018), 61-72.

**CHAPTER III is Research Methodology.** This chapter consists of the research method, place and time of study, population and sample, technique of data collecting, analysis techniques, and research procedures.

**CHAPTER IV is Research and Discussion.** This chapter contains the results and discussion of the research.

**CHAPTER V is The Conclusion and Suggestion.** This chapter consists of conclusion and suggestions from the research.