**THE EFFECTIVENESS OF HUMOROUS STORY FOR TEACHING**

**READING AT Mts NURUSSHALEH KOKOP BANGKALAN**

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**Abstrak:**

Penelitian ini bertujuan untuk mengevaluasi efektivitas penggunaan cerita humor dalam meningkatkan kemampuan membaca siswa di salah satu kelas di MTs Nurussahleh Kokop Bangkalan. Metode penelitian yang digunakan adalah pre eksperimental dengan desain pre-test post-test dengan menggunakan satu kelas sebagai kelompok eksperimen yang menerima pembelajaran dengan cerita humor, dan satu kelas sebagai kelompok kontrol yang menerima pembelajaran konvensional. Hasil penelitian menunjukkan bahwa penggunaan cerita humor secara signifikan meningkatkan kemampuan membaca siswa dibandingkan dengan metode konvensional. Analisis data dari pre-test dan post-test menunjukkan peningkatan yang konsisten dalam pemahaman membaca siswa di kelas VIII Mts nurusshaleh kokop bangkalan. Penelitian ini menunjukkan bahwa pendekatan cerita humor dapat menjadi strategi yang efektif dalam meningkatkan hasil belajar membaca di sekolah menengah. Implikasi dari penelitian ini adalah pentingnya bagi guru untuk mempertimbangkan integrasi cerita humor dalam pembelajaran mereka, dengan harapan dapat meningkatkan minat serta pemahaman siswa terhadap materi bacaan.

**Kata Kunci**: cerita humor, pembelajaran membaca, efektivitas, MTs Nurussahleh Kokop Bangkalan

***Abstract:***

*This study aims to evaluate the effectiveness of using humor stories in increase students' reading skills in one of the classes of MTs Nurussahleh Kokop Bangkalan. The research method used was pre expremental with pre-test post-test design using one class as the experimental group that received learning with humor stories, and one class as the control group that received conventional learning. The instrument used was a reading test adapted to the school curriculum. the results showed that the use of humor stories significantly improved students' reading ability compared to conventional methods. Data analysis of the pre-test and post-test showed consistent improvement in students' reading comprehension in class VIII Mts nurusshaleh kokop bangkalan. This study suggests that the humor story approach can be an effective strategy in improving reading learning outcomes in secondary schools. The implication of this study is the importance for teachers to consider the integration of humor stories in their learning, in the hope of increasing students' interest as well as understanding of reading materials.*

***Keywords:*** *humor story, reading learning, effectiveness, MTs Nurussahleh Kokop Bangkalan.*

**INTRODUCTION**

Reading is a process or brain activity to seek knowledge from different sources (Sabata and Kupepe 2020).Reading is an extremely treasured language skill. reading comprehension requires requiring more than just the reader's reaction to the text. reading comprehension is the ability to manner text, recognize the that means of the textual content and integrate it with what the reader is aware of. The ability of people to recognize textual content is encouraged via their competencies and their ability to procedure information (Fadilla and Wicaksono 2022).

Teaching reading by reading the text repeatedly can make students bored. Minimum student interest in reading common stories. Therefore, teachers must be able to attract students' attention by providing interesting reading texts. Like a humor story that can make students not get bored quickly in reading. In fact, humorous stories are highly engaged and favored in reading classes. It motivates students to read more and tests their reading comprehension. Therefore, students will find it easier to understand other reading materials(Sabata and Kupepe 2020).

Humor in English teaching can be applied to improve students' brain freshness. Using humor stories in reading comprehension class is useful to motivate students to feel happy and enjoyed the learning process, so they have a high motivation to know the reading content. to illustrate that using humor in education is a useful way to cope with stress and improve social and human relations (Sabata and Kupepe 2020). In fact, humor stories are very exciting and fun in the reading comprehension classroom. This encourages students to read more and practice their comprehension of the reading. As a result, students will find it more difficult to understand other reading materials.

Based on the results of previous research, humorous stories are effective in increasing students' reading interest. Teachers should improve their skills in teaching English and choose the best strategy to apply to overcome students' learning problems(Marina and Jember 2018). There are several previous studies, the first research was conducted by Yusniati N. Sabata, Lili Ihliyani Kupepe with the title Humorous Stories In Teaching Reading Comprehension Of Efl Students in 2020 using pre-experimental methods and getting the results it can be concluded that humor story research can be used in classroom reading instruction to improve student reading comprehension (Sabata and Kupepe 2020). The second research was conducted by Hikmah Hidayah Lestari with the title The Effectivenes Of Humorous Comic In Teaching Reading Skill At Eight Grade Of Smpn 1 Ponorog using quantitative approach method and used the quashi experimental design. And the results can be concluded that after students are taught humor comics get better improvement than students who are not taught humor comics. And humorous comics are proven to be effective to be applied when teaching carrying skills to eighth grade students of SMP Negeri 1 Ponorogo in the 2018/2019 academic year.(Lestari 2019)

Based on my experience when studying at Mts Nurusshaleh. Learning to read there is less effective because it uses monotonous the teacher just used story texts so that students are less interested in learning English, more specifically reading skills. Based on these problems, this research focuses on students' reading ability in humorous stories. Based on the description the researcher chose the title "The Effectiveness Of Humor Story In Teaching Reading At *Mts Nurusshaleh kokop bangkalan"*

**RESEARCH METHOD**

1. Pre-experimental

Sugiyono, (2014) said that pre-experimental design, because this design is not yet a real experiment. Of course, external variable may have an impact on the formation of the dependent variable, adding more complexity to the analysis. so the experimental result which is the dependent variable is not solely influenced by the independent variable. To be specific, the presence of no control variables and non-random sampling may lead to potential bias in the results. This research is a pre-experimental study, which uses the one group pretest-posttest method. This research was performed through a three-stage process: pretest-treatment-posttest to determine students' progress. The pretest was conducted to compare the students' reading comprehension ability before being given the treatment. Pretest was conducted to measure students' reading comprehension before treatment. Treatment is the process of implementing learning where humor stories will be applied as a technique to enhance students' reading comprehension. After being treated by applying humor stories, a posttest was given to assess the improvement of students' reading comprehension after the application of humor stories.

The diagram is presented as follows:

Table 1 Research Design

|  |  |  |
| --- | --- | --- |
| Pre-test | Treatment | Post-test |
| O1 | X | O2 |

O : Pre-test (To determine the initial ability of students, before being given treatment)

O2 : post-test (final score after treatment)

X : treatment (using humor story)

1. Procedure of collecting data

The procedure of collecting data of this research are as follows:

1. The researcher gives a pre-test on reading tests to students
2. The researchers gave four treatments to the students by giving humor stories in the reading process. This step called treatment was carried out for two meetings.
3. After the treatment, researchers gave a reading post-test to students. The implementation was carried out for duration of 60 minutes. it aims to see the value of the treatment results from the post-test whether better than pre-test results.
4. Data Analysis Methods
5. Validity result

Validity is the accurate measurement of a precise instrument or test. Which is appropriate. In this study, researchers used the SPSS version 21.0 for windows formula to test whether the test was valid or not.

1. Reliability result

Reliability is called the constancy of the test, if a test gives the same result, then the treatment is considered unable to affect the dependent variable. And what measures the reliability value is measured by the correlation between the two scores obtained from the help of the formula through the SPSS version 21.0 for windows program to determine whether the test is reliable or not.

1. Normally test

By using this test, researchers can find out whether the data from the pre-test and posttest results are normal or not. pre-test and posttest results are normal or not. In this study, to conduct the normality test, researchers used the SPSS version 21.0 for windows program.

1. One Sample T – Test

This test is used to find the average value a sample comes from a population under study. The T-test is used to test the hypothesis. The research hypothesis is formulated as follows:

H0 : is a hypothesis stating that there is no effect of using humorous story for teaching reading At Mts Nurusshaleh.

H1 : is a hypothesis stating that there is an influence in the use humor story for teaching reading At Mts Nurusshaleh.

**RESULT AND DISCUSSION**

Based on the explanation in the previous chapter, it has been mentioned that this study used a one-group design in pre-experimental research. Researchers collected data from 30 class VIII students at MTs Nurusshaleh. Before conducting the test, the researcher conducted validation, and the test instrument was validated by M. Arief Wahyudi, M.Pd, the supervisor. In this study, Data are collected by using pre-test and post-test to determine the results before and after treatment using humor stories.

1. The Results Pretest, Treatment and Posttest
2. Pretest of pre-exprerimental

Before giving treatment to students, researchers gave pretests to class samples. The researcher started this research in class VIII A MTs Nurusshaleh Kokop on May 1, 2024 by using a test. This test aims to see students' initial knowledge about reading comprehension. The researcher did not give the humor story text test to the students in class. Then, the teacher gave the test to students to fill in the test that had been given.

1. FirstTreatment

In the first treatment held on May 1, 2024, the researcher began the treatment by greeting students by saying good morning and asking how the students were doing so that learning could be more fun and run well.

1. Second treatment

In the second treatment which was held on May 8, 2024, the researcher started the treatment by reading humor stories by discussing with students so that they could understand reading comprehension.

1. Post test of pre-exprimental

In the last step, the researcher gave a post-test to the students. The researcher got a good score for the post-test. Researcher asked the same questions as the previous pre-test. This post-test is an objective test whose assessment is carried out by calculating the test results multiplied by ten, the researcher gives a multiple choice test consisting of 10 questions, and each question is multiplied by 10 and the highest score is 100.

The pretest and posttest scores are focused Both tests aimed to compare before and after receiving the humor stories.

1. Reliability Test

Table 2 Reliability Test

|  |  |  |
| --- | --- | --- |
| Cronbach's Alpha | N of Items |  |
| .235 | 10 |

The test criteria indicate that if rAlpha> rtable = 0.05, the measurement tool is declared reliabile and vice versa if rAlpha < rtable, the measurement tool is declared unreliable. The reliability test results in the table above that have been carried out on the pretest and posttest show that the Cronbach's Alpha value is 235> 0.05. From this value it can be concluded that the test used can be declared reliable.

1. Normality Test

The Normality test in this study was carried out on the data of pretest and posttest results of student class VIII MTs Nurusshaleh. The findings of the normality test are as follows:

Table 3 Normality Test

|  |  |  |
| --- | --- | --- |
| **One-Sample Kolmogorov-Smirnov Test** | | |
|  | | Unstandardized Residual |
| N | | 60 |
| Normal Parametersa,b | Mean | .0000000 |
| Std. Deviation | .31784177 |
| Most Extreme Differences | Absolute | .171 |
| Positive | .094 |
| Negative | -.171 |
| Kolmogorov-Smirnov Z | | 1.327 |
| Asymp. Sig. (2-tailed) | | .059 |
| a. Test distribution is Normal. | | |
| b. Calculated from data. | | |

Based on the table above, analyze the normality test using the One-Sample Kolmogorov-Smirnov test obtained a Sig value. (2-tailed) of 0.059> 0.05, so it can be concluded that the data on student learning outcomes can be said to be normally distributed.

1. One Sample T-test

Based on the discussion in the preceding chapter, this test is used to find the average value a sample comes from a population under study. If the value of Sig. (2-tailed) < 0.05, it can be concluded that H1 is acceptable and H0 is rejected. The research hypothesis is formulated as follows :

H0 (Null Hypothesis): is a hypothesis stating that there is no effect of using humor story on the reading comprehension of class VIII students of MTs Nurusshaleh in the 2023/2024 academic year.

H1 (Alternative Hypothesis): is a hypothesis stating that there is an effect of using humor story on the reading comprehension of VIII grade students of MTs Nurusshaleh in the 2023/2024 school year.

Table 4. one-Sample T-test

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **One-Sample Statistics** | | | | |
|  | N | Mean | Std. Deviation | Std. Error Mean |
| learning\_results | 30 | 74.33 | 8.584 | 1.567 |

Based on the t-able above, the results obtained that the mean posttest is 74.33. From these results it can be concluded that there is a difference between before and after treatment.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Test Value = 60 | | | | | |
| t | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference | |
| Lower | Upper |
| learning\_results | 9.146 | 29 | .000 | 14.333 | 11.13 | 17.54 |

Based on the table above, the results of the one sample test states the result of Sig. (2-tailed) of 0.000. These results indicate that the Sig. (2-tailed) <0.05. So it can be concluded that H1 (Alternative Hypothesis) can be accepted, that is an effect of using humor story on students' reading comprehension in class VIII MTs Nurusshaleh.

Based on the analysis of data obtained using quantitative pre-experimental methods with a one-group pretest posttest design. The results of research using humor story on reading skills in class VIII students at Mts Nurusshaleh kokop bangkalan VIII grade students at Mts Nurusshaleh kokop bangkalan can show the influence on student learning outcomes in reading. The effect can be seen from the comparison between pre-test and posttest scores, namely the highest pretest score of 80 and the highest score on the posttest of 90, it was found that the pretest mean was 40.33, while the posttest mean was 74.33. This is supported by the results of calculations using one samples t-test, it can be seen that the results of Sig. (2-tailed) < 0.05. So that it can be conclusions that H1 (Alternative Hypothesis) can be accepted, namely there is an effect of using humor story on the reading of class VIII students of Mts Nurusshaleh Kokop Bangkalan. this is supported by Sabata and Kupepe (2020) who said that using humor story can encourage reading skills.

In additional to the results of this study, the findings of this study also The findings of this study also correlated with several previous studies conducted by Rizky fadilla and wicaksono in 2022 with the title “IntegratingThe Effectiveness of Using Humor Stories to Improve the Reading Skill of Seven Graders". It can be shown that the results of the analysis illustrate that the application of humor stories can make a significant difference to students' abilities. This research is the same as collaborative research with previous research conducted by Risky Fadila in 2022 using quantitative pre experimental design methods. By using pretest and posttest instruments, after collecting data, researchers use statistical testing. From the use of Humor story, it shows that there is a significant difference, namely higher student results compared to before using humor story.

Based on the findings of the research that has been conducted by researchers and previous studies, it shows that there is an influence and improvement from the application of humor stories. very significant to be applied when teaching reading.

**CONCLUSION**

Based on the analysis of data obtained using quantitative pre-experimental methods with a one-group pretest posttest design. The results of research using humor story on reading skills in class VIII students at Mts Nurusshaleh kokop bangkalan VIII grade students at Mts Nurusshaleh kokop bangkalan can show the influence on student learning outcomes in reading. The effect can be seen from the comparison between pre-test and posttest scores, namely the highest pretest score of 80 and the highest score on the posttest of 90, it was found that the pretest mean was 40.33, while the posttest mean was 74.33. This is supported by the results of calculations using one samples t-test, it can be seen that the results of Sig. (2-tailed) < 0.05. So that it can be conclusions that H1 (Alternative Hypothesis) can be accepted, namely there is an effect of using humor story on the reading of class VIII students of Mts Nurusshaleh Kokop Bangkalan. this is supported by Sabata and Kupepe (2020) who said that using humor story can encourage reading skills.

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