THE EFFECT OF HUMOR SHORT STORY TO STUDENTS' READING ACHIEVEMENT AT 3rd SEMESTER OF ENGLISH STUDENT DEPARTMENT IN ISLAMIC UNIVERSITY OF JEMBER

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ABSTRACT

The development of language learning especially English and most of students felt boring in learning English lesson because they think that English lesson is so difficult to be understood especially in reading. It must be solved with an innovative way of teaching reading. In this research, the use of Short Stories Text in students' reading taken.

The research was conducted to investigate The Effect of Using Short Story Text to Students' Reading Achievement at third Semester of English Student Department in Islamic University of Jember. The research respondents were 30 students; 15 students the experimental group taught by using Short Stories text in their reading achievement and 15 students as the control group that taught by using narrative texts.

Key Words : Humor Short Story Text, Reading Achievement.

ABSTRAK

Peningkatan pembelajaran bahasa khusunya Bahasa Inggris dan kebanyakan apa yang dirasakan oleh mahasiswa yaitu kebosanan dalam mempelajarinya itu semua karena mereka memikirkan Bahasa Inggris itu pelajaran sangat sulit dipahami terutama di dalam materi READING. Ini harus diselesaikan dengan satu cara yang inovatif dalam pengajaran materi READING. Di penelitian ini, penggunaan dari Teks Cerita Pendek sebagai bahan dalam pengajaran READING.

Penelitian dilaksanakan untuk meneliti pengaruh Teks Cerita Pendek terhadap kemampuan Membaca Mahasiswa Bahasa Inggris semester Tiga di Universitas Islam Jember. Data responden dalam penelitian ini adalah 30 Mahasiswa, 15 Mahasiswa kategori kelompok experimen; dan 15 mahasiswa sebagai kelompok pengontrol yang kita ajarkan dengan ,menggunakan Teks Narative.

Kata Kunci : Cerita Pendek lucu , Kemampuan Membaca.

BACKGROUND OF THE STUDY

Being successful in teaching English is the dominant factor that the English teacher should pay attention to, especially in teaching reading. Through reading, one can enhance his experience, develop new concept, solve his problem, and

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broaden his horizon of thinking, which are needed to ensure continuing personal growth and adopt the change in the world yet the importance of reading has not been realized by most of our society a large number of our population is classified as poor readers and the majority of the people are content to read materials of poor quality.

In reading comprehension, the message to be imposed in the written form is the most important element that the students must recognize, because the primary purpose of reading is to know the thoughts expressed in the printed material. Therefore, reading with achievement is only a way for the students to arrive at what they want to know from the reading material. However, the problem is how to make them comprehend.

For students of university level, reading is something that has to be done. They have to read their compulsory books or other materials related to their lesson. For students who are studying languages, reading is one of the skills, which has to be learnt and is considered as the most important one because it can influence other language skill (listening, speaking, and writing). According to Kustaryo (1988;2) it is certainly not easy to present the English reading for Indonesian students whose language system is different. Reading is a complex process which involves not only the read the text but also their experience to comprehend it. Because of its complexity, many lectures find difficulties in all teaching reading and prefer teaching structure to reading. In the teaching reading, English. Lecturer should introduce the Short stories as an alternative way to give variation to the students in teaching and learning process.

PROBLEM OF STUDY

According to the statement above, the research question is formulated as follows:

Is there any effect of using humour Short story texts to the students' reading achievement at at 3rd Semester of English Student Department in Islamic University of Jember?

Significance of the Study

The result of the research is expected to be useful reference for the English language teaching particularly for teaching reading students' for the English lecturer for other and for the writer himself.

Objective of the Study

The objective of the research is to find out whether the use of humor short stories in teaching reading give significance effect on student's reading achievement at 3rd Semester of English Student Department in Islamic University of Jember.

LITERARY RIVIEW
Definition of Reading
What is Reading?

There are reading definition are given by some people, which related the similar meaning.

Charles in Tohir (2001:5) states that reading is a transmitting of information process where the author tells all the readers about his ideas or message. Such as, the author is regard as the informants (sender) and the reader on the another hand is receiver. During the reading process it means that the reader can be done during reading activity is only grasping and decoding information, meanwhile he can not as question or comment to the author directly.

Tinker and Cullogh (1975:9) state reading is identification and recognition of print or written symbol, which serve as stimuli for the recall of meaning built up through past experience. From those definitions, it can be concluded reading is meaning getting process the reader always tries to catch what the writer says and means actually. Also from those definitions of reading some people formulate definitions of reading comprehension.

Kinds of Reading

Three kinds of reading, they are :

a) Reading Aloud

In reading aloud, the students will get experience in producing the sound, which should be practice as many as possible. Reading aloud is divided in two kinds. They are unison is done with whole group. It is done to check pronunciation, intonation, the students ability to read and helps teacher to find out who among his students has difficulty in reading.

b) Silent Reading

Silent reading is reinforcesing the readers to find out the meaning of the words. This kind of reading leads the readers to the better comprehension. This reading is skill to criticize what is written, to discuss written meaning and to draw inference and conciliation as well as to tell new ideas on thesis of what is read.

c) Reading Fast

Reading fast used to improve speed and comprehension in reading. This skill must sun side with the main purpose of reading that is comprehension it depends on the kinds of reading material. This speed rate if reading a story or narrative on will be different room reading scientific material.

The Strategy of Reading

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

a. Skimming

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

b. Scanning

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

c. Intensive reading

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

Definition of Humor
What is humor?

According to Webster New world Dictionary (1996), humor is the quality that makes something seems funny or amusing: comicality, it also means mood, state of mind humor must be funny but it has to be considered that funny element is not the humor but symptom of it. Funny is used in the little to refer to humor and act, which can cause laughter.

Theories of Humor

Humor in modern usage means the comic or laughable. In general sense, all theories of humor could be divided into two classes; those that find all humor and laughter innocent, harmless and joyful. More precisely the theories of humor can be divided into three groups;
1. Theories of superiority or degradation
2. Theories of incongruity dissociation
3. Theories of relief of tension or release from inhibition

There are many theories of humor; clown and jokes but none of them can describe completely what humor is actually.

a) Superiority and Degradation

Voltaire in Enclopedia Americana (1995) said laughter arises from a gayety of disposition absolutely in compartable with contempt and indignation another dissenter Jean Paul Richter, also in Enclopedia Americana wrote that the observe of a humorous situation most subjectively identification himself with the object of laughter. Humor finds no individual fools but only foolishness I foolish world and is therefore tenderly tolerant: this theory was develop by Dunlop lea code and Rapp.

b) Incongruity and Dissociation

Theories of this group have been held as widely, if not so long as those of the first group. Braise Pascal in Encyclopedia Americana (1995) emphasizes the frustration of expectation nothing makes people laugh so much as a surprising disparity between what they expect and what they see. A resent and highly encompassing theory of humor is Arthur Koestler's theory of dissociation. Henri Bergson almost anticipated the dissociation theory when he said, a situation is invariable comic when it belongs simultaneously to two altogether independent series of events and is capable of being interpreted in two entirely different

meanings at the same time. This theory was developing by Guthrie, Willman and Baisilic.

c) Relief of tension humor

The function of humor in this theory is to release people from inhibition, unpleasant and even suffer. This theory is also grouped into surprise theory, which was stated by Spencer and Kline in Pradopo (1987) states that people's tension sometimes out of control.

Which is caused by a high emotion and usually, handled by the sense of humor. We can see in our daily life a person with anger or a hard stress already releases (Soebardi:1997). This theory was developed by Spencer, Kline and Rapp

Theoretical Framework

Reading material as one element in English language teaching has the important role. Because reading material as one factor that might influence the students reading comprehension.

The three main components are input, process, and output :
1. Input refers to the humorous stories that will be given to the students';
2. Process refers to the implementation of humorous stories in teaching reading ability in the classroom
3. Output refers to the students' reading comprehension achievement.

Hypothesis

The hypothesis of the research presented as follows:
a) H_1 (Alter) : There is a significant difference of the students' reading achievement before and after presenting reading material by using humor stories.
b) H_0 (Nul) : There is no significant result students reading achievement before and after giving treatment.

RESEARCH METHODE

This chapter deals with variable and research design, population and sample, instrument of the research, procedure of collecting data and technique of data analysis.

Variable and Research Design
Variable

This research consists of two variables. They are:
1. Independent variable was the use of humor short stories effect student's reading comprehension. Humor short stories is the quality that makes something seem funny or amusing to comprehend any complex matters.
2. Dependent variable was the students reading comprehension means understanding, evaluating, utilizing information and gaining through an interaction between reader and author.

Research Design

The research employed a pre-experimental method with three classes pretest and posttest design. The diagram was given below:

X_1 = Treatment
X_2 = No Treatment
0 = Posttest

Experimental Group	X_1	0
Control Group	X_2	0

Reference : Frankle and Norman 2000:290

Population and Sample

Population

The population of this research was 3rd Semester of English Student Department in Islamic University of Jember 2013/2014 academic year. The number of population 30 students consisted of one class.

Sample

The writer took 3rd semester students as the sample and respondent of this research. The number of the sample is 30 students. This sample was chosen by using cluster random sampling technique

Treatment

The researcher carried out the class in four meetings. In each meeting the researcher used to be discussed.

1. The first meeting was on   Septembet 3rd 2014, the topic is about Nasredin's Coat :
    a) The researcher introduces about the humor short stories.
    b) The researcher gave explanation about reading achievement by using humor short stories to stimulate the students.
2. The second meeting was on September 27th 2014, the topic is about Nasredin and the Beggar :
    a) The researcher asked the students what their difficulties about the humor short stories.
    b) The researcher gave 3 (three) humor stories as a sample and then students read.
3. The third meeting was on September 5th 2014 the topic is about abu Goes Shopping. The researcher gave essay test and each student answer the questioned about the humor short stories :
    a) The researcher asked the students again what their difficulties about the humor short stories.
    b) The researcher gave essay test again by using humor short stories and the students repeat and correct.

Instrument of The Research

The instrument of this research was a reading test. The reading test was administrated in the pre-test and the post-test. The test consisted of 30 essay tests. The researcher choose essay test because the students can comprehend the material while the post-test was intended to know the students' reading comprehension.

The Procedures of Collecting Data in this Research as follows:

Pre-test

Before doing treatment, the researcher applied a pre-test which was carried out on August 27th 2014. It lasted in 90 minutes, with 2 x 45 minutes. Students were in the class joining the test. The researcher distributed to identify the students' prior knowledge in reading comprehension.

Post-test

After doing treatment was on September 10th 2014 The writer post-test for the experimental class. It lasted for 2 x 45 minutes. The post-test was conducted to find out the students' achievement and their progress after giving the treatment about the use humor stories in reading achievement. The content of the pretest was the same as the post test.

Technique of Data Analysis

To analysis the data, the writer employed the formula as follows;
1. Scoring the students' correct answer of pretest and posttest score.
2. The score of the students pretest and posttest :
    a. 9.6 to 10 classified as excellent
    b. 8.6 to 9.5 classified as very good
    c. 7.6 to 8.5 classified as good
    d. 6.6 to 7.5 classified fairly good
    e. 5.6 to 6.5 classified fair
    f. 3.6 to 5.5 classified as poor
    g. 0 to 3.5 classified as very poor

Refence : Kanwil depdikbud, 1985

The Description of the Research Area

Islamic University of Jember is a private university located in the middle town of Jember at jl. Kyai Mojo 101. This university has five faculty; Social and Politic faculty, Faculty of Law, Islamic Studies faculty, agriculture faculty and Faculty of Teacher training and Education. It has limited facilities; a library, a student's bathroom, mosque, language and science laboratory

The Result of Supporting Data

The supporting data were obtained by using interview and documentation at 3rd semester of English Department Students. Those data were used to support the main data. Here are the result

The Result of Interview

The interview was conducted with one of Reading lecturer and ten students on 27th August 2014 for preliminary study. It was done to find the information about material/reference used in teaching reading of 3rd Semester of English Student Department in Islamic University of Jember and to know the media and technique used by the lecturer, especially in teaching reading. Furthermore, the interview was also conducted on 27th August 2014 during the

study . it is aimed to know the lecturer opinion about the implementation of Pre test and Posttest on teaching reading.

According to the lecturers, the material used in teaching reading at the 3rd Semester of English Student Department in Islamic University of Jember were good enough . The lecturer informed that reading was taught integrated with the other skills, such as writing, and based on the activities guided in the English book used, such as rearrange the jumble-sentence or paragraph and sometimes they asked the students to compose free-reading. They also said that reading was rarely taught because reading was not interested. Then, the students had many difficulties in reading and needed a lot of time in doing the reading task.

The lecturer also informed that they seldom or never teach English using Humor short Stories test especially for reading skill. In addition, the lecturer has never applied Humor Stories in teaching and learning reading.

Furthermore, the result of the interview during the study, the teacher said that Web Quest was interesting teaching method. It combined between the entertainment with learning English. And it was learning based humor which provided entertainment material. It made the classroom atmosphere more interesting to the students. Moreover, the activities on WebQuest were well arranged and clear instruction to the students. By browsing the internet, the students would read some humor stories text to get entertainment time in relaxing learning of reading.

The Data of Documentation

The documentation was used to get the data about the number and the names of the respondents. The data were gained on August 26th 2014. The total number of the 3rd Semester of English Student Department in Islamic University of Jember, they were 30 students in one class .

DISCUSSION

Based on the result f the pos test presented on previous section, the significant column value of t-test was 0.000 and the Post-tes was 0.05 (p<0.05). It indicated than the result of the t-test analysis was significant. Thus, it was proved that here was a significant mean difference between the experimental and the Control Group. It also happened to each indicators of reading cover grammar, vocabulary, pronunciation, and organization. The whole indicators on the result of t-test analysis were significant.

Table 4.8 The Reading Evaluation Rubric

Evalua-tion criteria	5 Points	4 Points	3 Points	2 Points	1 Point	Score
Gram-mar	few erros of grammar or word order which do	Erros of grammar or word order fairly frequent;	Erros of grammar or word order frequent;	Erros of grammar or word order very frequent;	Erros of grammar or word order so severe as	

Evalua-tion criteria	5 Points	4 Points	3 Points	2 Points	1 Point	Score
	not,how-ever interfere with comperhen-sion	occasional reading 122ecessary for full comperhen-sion	efforst of interpretation some times required on reader's part	reader has to rely on own interpreta-tion	to make comperhension virtually imposible	
Vocabulary	rarely uses inappropriate termsor relies on circumlo-cution; expresion of ideas impaired	Uses wrong or inappropriate words fairly frequents;expresion of ideas may elimited because of inadequate vocabulary	Limeted of vocabulary and frequent erros clearly hinder expression of ideas	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation	Vocabulary limitations so extreme as to make comper-hension-virtually impossible	
Pronunciation	Few errors in ponctuation or spelling	occasionally lapes in ponctuation or spelling which do not, however interefere with comparison	Errors ponctuation or spelling fairly frequent; occasional re-readingnecessary for full compre-hensio	Frequent error in ponctuation or spelling;lead sometimes to obscurity	Errors ponctuation or spelling so frequent that reader must often rely on own inter-prettatio	
Fluency	Choice of structures and vocabulary consiitenly	Occasional lack of consistency in choice of structures and vocabulary	Structures or vocabulry items some times not only	Communication often impaired by completely inappropriate or misused	Misused struc-ture or vocabulary items rende-	

Evalua-tion criteria	5 Points	4 Points	3 Points	2 Points	1 Point	Score
		which do not,how-ever, impair-veral ease of comuca-tion	inappropriate but also misused; little sense of ease of communication	structure or vocabulary items	ring communicat ion almost impossible	
Organi-zation	Material well organized; links could occasionaly be clearer	Some lack of organizatio n;re-reading required for clarification of ideas	Little or no attampt at connectivity, thought reader can deduce some organizati on	Individual ideas my be clear, but very difficult to deduce connection between them	Lack of organizat ion on so severe that communi cation is seriously impaired	

Source : MA Ma'arif NU Miftahul Ulum Ranuyoso

Thus, we have compiled the result of the test for experimental and control group at the table 4.7 :

Table 4.7 The Result of the Post Test

	Class	N	Mean
Grammar	Experimental Class	15	3.618
	Control Class	15	2.987
Vocabulary	Experimental Class	15	3.829
	Control Class	15	3.295
Pronunciation	Experimental Class	15	4.132
	Control Class	15	3.423
Fluency	Experimental Class	15	3.816
	Control Class	15	3.128
Organization	Experimental Class	15	3.829
	Control Class	15	2.974

Adapted from : SPSS

N   = number of students
Mean   = the average value of the test

From the table above, we can see that for grammar, the experimental class gets 3.618 and the control class obtains 2.987. for vocabulary, the experimental

class gets 3.829 while the control class obtains 3.423. for Pronunciation, the experimental class gets 4.132 and the control class obtains 3.423. for fluency, the experimental class gets 3.816 while the control class obtains 3.128. for organization, the experimental class gets a score 3.829 as for the control class got score of 2.974.

Generally, the result of research showed that the experimental group got better result in reading achievement. It was caused by the difference of approach in teaching reading. As stated that the experimental was taught by using humor story text and the control group by using conventional teaching method. The fundamental distribution between these two methods in teaching reading affected to the students because the students would feel more enjoy and relax. It seemed that the reading input in control group came from usual texts.

Another reason of why students of experimental class got better result on their post-test was caused Funny story is good material for the students, because it is interested for students and can make the students laugh, so that the learning condition is pleased and the students do not feel bored. The using of words vocabulary is easy to understand for students in reading skill. But it still less interesting because there is not the picture beside the story.

The teacher should be use funny story for teaching in class. Because funny story is good for extensive reading material, there are much topic of funny story can make the students more interested in reading activity and enjoy with the story during learning.

There are some strategies for teaching funny story in class, they are : 1. Discuss and identify what makes a story compelling. They may reflect on their favorite stories and what elements work together to create powerful tales. These may include: - types of stories they prefer, such as adventure or science fiction - strong characters - exciting action - a surprising plot - details about a place you've never been 2. Generate story starters that inspire. Students can choose a theme and then produce prompts using the Spin lever. They can adjust one piece of the prompt at a time with the Spin This Wheel buttons. 3. Write a short creative writing piece. Students may choose to use the notebook, letter, newspaper, or postcard templates for their writing and may choose to include a drawing with their story. When students print their work, they are rewarded with a brief animation.

In short, the result of this humor short story text research have provided the hypotheses as follows :

There was an effect of using humor story texts to the students Reading Achievement at 3rd semester students of Islamic university of Jember.

CONCLUSION

Based on the ht of the problem and the result of the research, the writer concludes as follows:

1. There is an   effect of Reading Comprehension for the students of 3rd Semester of English Student Department in Islamic University of Jember

before being taught by the effect reading comprehension is good. It is showed by the mean of the test for experimental group that is 77.00 while for the control group is 63.23

2. There is any significant difference the reading comprehension for the 3rd Semester of English Student Department in Islamic University of Jember before and after being taught by reading comprehension by using humor short stories texts

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