

**ENHANCING STUDENTS' ACHIEVEMENT AND  
MOTIVATION TOWARD READING COMPREHENSION BY  
USING HUMOR STORY**

*(A Pre-Experimental Research at the Eleventh Grade of SMK  
Negeri 6 Bulukumba)*



**A THESIS**

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# MOTTO

*“O you who have believed, seek help through patience and prayer. Indeed, Allah is with the patient”*

*#QS. AL.Baqarah:153*

*I dedicate this thesis  
Special to my beloved parents  
(Sudirman and Ranatuan)*

## ABSTRACT

**Surni Eryana. 2013.** *Enhancing Students' Achievement and Motivation Toward Reading Comprehension by Using Humor Story* at the Eleventh Grade student of SMK Negeri 6 Bulukumba. A thesis of English Education Department Faculty of Teachers Training and Education University of Muhammadiyah Makassar. Guided by Syamsiarna Nappu and Nurdevi Bte Abdul.

The objectives of the study were to find out the students' achievement focus on Literal and interpretive comprehension and motivation toward reading comprehension by using Humor Story.

The researcher applied a Pre-Experimental design with one group pre-test and post-test design. The subject of the research was the Eleventh Grade of SMK Negeri 6 Bulukumba year 2017-2018. The sample consist 17 students. This research was conducted for eight meetings. The data were collected through Reading Comprehension test

The result of the data analysis showed that there was significant difference between pre-test and post-test. The researcher's findings indicated that humor story enhanced students reading comprehension in terms of literal and interpretive comprehension. It was provided by the students' mean score in pre-test was 5.55 and post-test 7.41. The value of t-test was 9.31 and it was greater than t-table 2.120 at the level of significance ( $p = 0.5$  with degree of freedom ( $df = N - 1 = 16$  where  $N = 17$  students. It was found that the result of t-test value was higher than the t-table ( $9.31 > 2.120$ ). It means that the alternative Hypothesis (H1) was accepted and the Null Hypothesis (Ho) was rejected. Besides, students' motivation score in reading comprehension was dominant in *competition in reading* were the mean score 65.25. It can be concluded that the used humor story was able to give greater contribution in teaching and learning reading comprehension at the Eleventh Grade Student of SMK Negeri 6 Bulukumba..

**Keywords:** *Humor Story, Reading Achievement, Reading Motivation*

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The Researcher

**Surni Eryana**

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# CHAPTER I

## INTRODUCTION

### **A. Background**

Motivation in teaching and learning process is one of the supporting elements for the creation of educational goals. In terms of teaching and learning if not motivated, then learning outcomes will not reach the target. If one learns without any encouragement or motivation, then the situation is unpleasant to learn and even faster bored. According to Ryan and Deci (2000: 54) motivated means to be moved to do something. Someone who feels no inspiration to do something, it means that he is unmotivated, on the contrary someone who feels inspiration to do something, it means he is motivated. Therefore, it can be inferred that everyone needs motivation to do anything. Students' motivation can be increased in many ways, such as using games, using different strategies, using media, and so on.

Motivation in reading, especially for the students, when the students have motivation they will be easy to get information and comprehending the text. Guthrie and Wigfield (2000: 403) "Reading motivation has a determining effect on students concerning how much they will read". Motivation in reading is not only to predict students' achievement and understanding, but also to show how many students are motivated to read and how much time they will spare.

In reading comprehension, the message to be imposed in the write form is the most important element that the students must recognize, because the primary purpose of reading is to know the thoughts express in the printed material. Therefore, reading with comprehension 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. Therefore the researcher introduce the humor stories as an alternative way to give variation to the students in teaching and learning process especially in reading comprehension.

Humor is a unique, though universal part of human experience and is fundamentally manifested and expressed through language. It is prevalent in all languages and cultures. Therefore, the employment of humor within the context of second language learning offers great advantages to both language teacher and learner. Hayati et.al (2011: 652) says that using Humor Story as materials in reading comprehension class is beneficial to facilitate a relax atmosphere and enjoyment for the students, so they will have strong motivation in reading. Thus they will try to comprehend the content of the reading passage.

In teaching learning process, almost of teachers have problem like student character, attitude and behavior, interests and talents, student absorption and student noisy in class. Based on observation and interview with the English Teachers in SMK Negeri 6 Bulukumba, they still have some problems and difficulties in teaching process. When the teacher taught in the class, the students did not pay attention teacher's explanation in front of the class.

There are some factors of students' difficulties in learning English, especially in reading comprehension skill. First, students have difficulties in comprehending English text because the students are lack of vocabulary. Second, the students themselves did not have motivation to read, especially in long written texts. Third, students have difficulties to identify explicit information in a text and students are unable to find the main idea of the text. The other factor is the

teachers always use the same method to teach English subject like direct method. In learning process the students did not active and pay attention the material. The students felt bored and passive in the class because the teachers dominate more active. As value of observation in the classroom is students has score 5.5, while the standard KKM score is 6.5. That is why in teaching process needs material that make students enjoy and motivate to learn so that the students can be stimulated in facing the English learning.

Based on all reasons motioned previously, the researcher was interested to conduct a pre-experiment research under the title *“Enhancing Students’ Achievement and Motivation toward Reading Comprehension by Using Humor Story at the eleventh grade of SMK Negeri 6 Bulukumba”*.

## **B. Problem Statements**

Based on the background above the researcher formulates the problem statement as follows:

1. Does the use of Humor Story enhance students’ achievement toward reading comprehension focus on literal comprehension in term of main idea and interpretive comprehension in term of making conclusion at the Eleventh Grade of SMK Negeri 6 Bulukumba?
2. Does the use of Humor Story motivate students’ reading comprehension focus on literal comprehension in term of main idea and interpretive comprehension in term of making conclusion at the Eleventh Grade of SMK Negeri 6 Bulukumba?

### **C. Objective of the Research**

The objectives of the research are to find out whether or not:

1. The use of Humor Story in teaching reading enhance students' achievement toward reading comprehension focus on literal comprehension in term of main idea and interpretive comprehension in term of making conclusion at the Eleventh Grade of SMK Negeri 6 Bulukumba
2. The use of Humor Story in teaching reading motivate students' reading comprehension focus on literal comprehension in term of main idea and interpretive comprehension in term of making conclusion at the Eleventh Grade of SMK Negeri 6 Bulukumba

### **D. Significance of the Research**

The significances of this research are classified into two parts, for students and teachers theoretically and practically. Theoretically, for students; by using humor story, they are motivated to comprehend the text. Practically, for teacher; by using a Humor Story in teaching English they are easy in teaching reading. So the researcher hopes, Humor Story give meaningful contribution for teacher in learning process to create a good material to motivate the students in learning English

### **E. Scope of the Research**

The restriction of this research was enhancing students' reading comprehension and motivation by using Humor Story. The students' achievement in reading comprehension focused on literal comprehension in term of main idea and interpretive comprehension in term of making conclusion.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Previous Research Findings**

Many researchers have reported to expose the identification of students' achievement in reading comprehension and humor story, some of the researchers' findings are acted concisely below:

An article by Orekoya et.al (2014) they concluded that the benefits and significance of humor socially, and cognitively through the facilitation of playful learning environment, reduction of learning anxiety, and the stimulation of students' learning motivation, are liable of creating in children the desire for the tickling sensation that accompanies humorous reading materials.

Piaw (2012) in his article he concluded that the majority of the students opined that the illustrations had positive impacts on their reading. Results of the experimental study indicate that the illustrations had significantly increased rate, comprehension and motivation of the students.

An article research written by Hayati et.al (2011) they concluded that using humor in language courses, in addition to making class more enjoyable, can contribute to improving students' proficiency. By humor teachers can motivate students and attract their attention toward reading the text.

Halimah (2002) *The Students' Interest in Learning Speaking by Using Written Humor* she concluded that the students have positive attitude toward the use of written humor in learning speaking because the written humor can motivate

and activate students in learning speaking beside that students' do not feel stress in learning by using written humor.

zabidin (2015) in her article concluded that humorous text could relatively influence word comprehension and retention. Humorous text encouraged better retention ability as comprehend to non-humorous material.

From the previous research findings, the researcher comes to conclude that similarity among those researchers is use humor story. Nuryafiqah used humor story as the reading material for students. Halimah used humor story as the topic in written test. Piaw used humorous cartoon in learning material. Orekoya et.al used humor to analyzed same result of previous studies involves the children motivation to read. Hayati et.al used humor and jukes in reading test where the text is a long text. The different is concept that used by each of the researchers and population of their research. This research uses short humor story as reading material to motivate students in reading comprehension.

## **B. The Concept of Reading**

Reading is one of the major avenues of communication is an essential skill of English as a second or a foreign language; and reading is an important skill to be mastered. With strengthened reading skills, a reader will make greater progress and attain greater development in all academic area. Reading is an active fluent process which involves the reader and the reading material in building meaning. It involves skill, thinking, but considered in its broader sense it affects the entire personality.

Reading is an activity or process of applying a number of reading text processing skills in order to understand the content of the reading (Dalman, 2014:

1). Therefore, reading requires a schemata, the knowledge and experience that the reader has so that the reader is able to understand the content of the text he is reading.

Tarigan in Dalman (2014: 7) says that reading is a process in which done by reader to get message or information from the writer through printed media. It is very complex process in recognizing and comprehending written symbols which influenced by perceptual skill, decoding, experiences, language background, mind set and reasoning of reader.

#### **a. Kinds of Reading**

There are numerous kinds of reading activity, but based on the purposes of reading, Harmer in Kuntari (2011: 11) classifies the kinds of reading only into two types; the first is intensive reading and the second is extensive reading. They are described as follows:

##### 1) Intensive Reading

Intensive reading is kind of reading which the purpose is to grasp a comprehension of the whole passage. Based on Nuttal's point of view intensive reading involves approaching the text under the guidance of a teacher or a task which forces the student to focus on the text. The aim is to arrive at an understanding, not only of what text means, but of how the meaning is produced. In other word, intensive reading is used to gain a deep understanding of a text which is important for readers. To reach the comprehension in reading, it is necessary to pay attention of reading accuracy concerning reading text. The emphasis of intensive reading is on

comprehending certain reading material. Students have to grasp the author's message completely so as it requires a deep comprehension.

## 2) Extensive Reading

The second type of reading is extensive reading. It is kind of reading that lead reader to read the text with pleasure. Extensive reading helps reader to comprehend the text without read the whole chapter and every parts of the book. It is likely more to emphasize the accuracy activity involving reading for detail. Extensive reading used to gain a deep understanding of a text by finding the specific information written on the text. Harmer in Kuntari (2011: 11) "extensive reading enabled readers to enjoy what they read. If the readers enjoy what they read, they will read more, and if they read more, they will know better and used to read fast". It is supposed that the best way to do the extensive reading is trying to enjoy reading itself.

### **b. Purpose of Reading**

The essential purpose of reading generally is to get new information and/or pleasure. Everyone has a different purpose in reading, and that purpose helps to understand more of what they read. When someone reads to fill in leisure time, he or she may read quickly or slowly based on the way he likes or feels, but if he or she is reading for learning or information such as news, science or other fields, which is part of his lesson or task, it is very slow and cautious.

Anderson in Uno (2016: 11) classifies the purposes of reading activity into seven purposes, they are:

- a) Reading for details or fact
- b) Reading for main ideas

- c) Reading for sequence or organization
- d) Reading for inference
- e) Reading for classify
- f) Reading for evaluate
- g) Reading to compare or contras

### **c. Reading Comprehension**

Reading comprehension is the process of constructing meaning involving the written language by interpreting textual information in the light of prior knowledge and experiences using appropriate and efficient comprehension strategies (Snow, 2002: 11).

The process of constructing meaning is the process in which the reader combines their prior knowledge with the additional information from a text, draw the meaning of words, and connect it to reach the clear understanding of the written text (Pang in Yuniatri 2013: 9). In this process, the reader uses their prior knowledge about the topic, language structure, and text structure to understand the writer's message (Lenz, 2005:1). In the process of understanding the message which is stated or unstated in the text, the reader also needs to use various strategies such as predicting, clarifying, and confirming. Those are all strategies used by the reader for the negotiation of meaning.

From the definition above, reading comprehension can be defined as the process in which the readers construct meaning from a text connected to the background knowledge they have to get the clear understanding of the writer's message.

## 1) Reading Comprehension Strategies

The use of strategies in reading requires the reader to think about how to approach the text in order to decode and retain information (Ross and Roe, 2006: 12). In this definition, strategies are ways for learners to solve problems encountered in constructing meaning in any context. Strategies chosen by learners are modifying to fit the demands of the learning situation.

Brown (2001: 306) divides into some strategies in reading comprehension.

### a) Identifying the Purpose in Reading

Efficient reading consists of clearly identifying the purpose in reading a text. Before reading the text the first step is identifying the purpose in reading, the reader must know what they are looking for in a reading and can weed out potential distracting information.

### b) Using Efficient Silent Reading Technique

Silent reading is appropriate for middle and advanced students. This strategy leads students to try to deduce the meaning of the context. This strategy also leads the students to become efficient readers.

### c) Skimming and Scanning

The text Skimming is a reading strategy where readers quickly orient their views to the whole text. By skimming the text, the reader will be able to predict the purpose of the passage, the main topic, or message, and the supporting ideas. Scanning is quickly searching for some particular piece or pieces of information in a text. . The purpose of scanning is to obtain specific information without reading the entire text. Readers can use this

strategy to search for detailed information in text such as looking for the name or date, finding definitions of key concepts, and listing some supporting details.

d) Guessing

In this strategy, students try to guess the meaning of words when they are unsure or they do not know the meaning of words, grammatical relationships, discourse relationships, cultural references, content messages, and implied meanings

e) Questioning

This strategy can help the students to have practice in making questions and then answering by themselves. They must make question which are related what they have read. This may indicate whether they understand or not the text.

f) Making Predictions and Inferences

Predicting means that the readers are using their background knowledge to negotiate meaning of the text. They connect their background knowledge with the information from the text.

## **2) Levels of Reading Comprehension**

Burns in Hastuti (2013: 15-16) suggests that reading comprehension is divided into four categories: literal reading, interpretive reading, critical reading, and creative reading.

### **a) Literal Reading**

Reading for literal understanding, which involves acquiring information directly expressed in the text. In literal reading, the main ideas are

directly stated in the text. The reader needs only to understand exactly what is stated to receive the author's literal message. Literal comprehension is generally accepted as the most simple or basic comprehension skill and one that requires little thinking and reasoning. Recognizing stated main ideas details, causes, effect and sequences as the basis and understanding of vocabulary, sentences meaning, and paragraph meaning is important.

### **b) Interpretive Comprehension**

Interpretive reading identifies the way to read between the lines of making inferences. This is the process of deriving ideas that implied rather than directly stated. Skill for this level of comprehension includes:

1. finding main ideas of passage in which main ideas are not directly stated
2. finding cause and effect relationship when they are not directly stated
3. Determining referents of pronouns
4. Determining referents of adverbs
5. Inferring omitted words
6. Detecting moods
7. Detecting author's purpose in writing
8. Drawing conclusion

### **c) Critical Comprehension**

Critical comprehension is evaluating written material, comparing the ideas discovered in the material with known standards and drawing conclusions about their accuracy, appropriateness and timeliness. When the reader read critically, they evaluate what is read. The critical reader must be an

active reader, questioning, searching for facts and suspending judgment until he or she considered all of material. They examine critically the thoughts of the author, which have been identified through the lower level of comprehension and judge their validity or worth.

#### **d) Creative Reading**

In creative reading, the reader must be able to think and to use their imaginations. Creative reading going beyond what the author has written, applying the ideas from the text to new situations and recombining the author's ideas with other ideas to form new concepts or to expand old ones. The reader must understand cause- effect relationship in a text although it is not stated directly. Through creative reading, the reader creates something new ideas, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.

### **C. The Concept of Motivation**

Uno (2016: 9) says that motivation is an impulse arising from the presence of internal and external shocks so that someone wants to make changes in behavior or activity better than ever. Motivation involves a constellation of closely relate beliefs, perceptions, values, interests, and actions. Motivation can affect how students' approach school in general, how they relate to teachers, how much time and effort they devote to their studies, how much support they seek when they're struggling, how much they attempt to engage or disengage their fellow students from academics, how they perform on assessments and so on.

The word motivation is accept for most fields in learning that motivation is essential to success. We need the motivation when we have to do something to

succeed. Without such motivation we will almost certainly fail to make necessary effort. There are many factors that depend on motivation, such as motivation is very influential in learning English. When the learners are not motivated, they will not take risk in learning English or even paying any attention to learn it. As a result, motivation is considered an essential element along with language capacity in shaping success in learning new language in classroom setting.

#### **a. Definition of Motivation**

Motivation appears when someone has a huge desire to achieve and usually come from inside. For the example, someone study hard because he or she want to be number one; it means that he or she has a motive to be a better students than others “Motivation is some kind of internal drive which pushes someone to do things in order to achieve something”. It means that motivation is person’s desire to make the necessary effort to achieve a goal. Motivation is an internal desires that refers to derive behavior to which pushes someone to do things in order to achieve goals and directs the individual activities.

In learning activity, motivation in any kind of dimensions plays an important role that influences the success of learning activity. Uno (2016: 23) stated motivation is a critically important factor for learning, why students’ learn and how they learn is influence by their level of motivation to learn. Motivation is necessary but not a sufficient condition for learning. If a person is not motivated, he or she will not expend the psychological energy necessary to acquire responses; he or she will avoid the learning situations that will produce the desire changes. Even though it is important, but motivation is not the only factor on the

successful of learning activity. Students who have higher motivation will get better opportunity to success in their learning activity than the lower one.

Ur in Rahmawati (2013: 11-12) states that there are some others characteristics of motivated learners, those are:

1. Positive task orientation. The learner is willing to tackle tasks and challenges and has confidence in his or her success.
2. Ego-involvement. The learner finds it important to succeed in learning in order to maintain and promote his or her own positive) self-image.
3. Need or achievement. The learner has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do.
4. High aspiration. The learner is ambitious, goes for demanding challenges, high proficiency, top grades.
5. Goal orientation. The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achieving.
6. Perseverance. The learner consistently invests a high level of effort in learning, and is not discouraged by setback or apparent lack of progress.
7. Tolerance of ambiguity. The learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will come later.

#### **b. Kinds of Motivation**

Anita in Uno (2016: 7) Motivation can be dived into two kinds, intrinsic motivation (the urge to engage in the learning activity for its own sake) and

extrinsic motivation (motivation that is deriving from external incentives). They are described as follows:

**a) Intrinsic Motivation**

Motivation that comes from the individual itself called as intrinsic motivation. “Intrinsic motivation comes from within the individual.” It means that motivation is a desire which comes from inside to do something. Intrinsic motivation is the natural tendency to seek out challenges as we pursue personal interest and exercise capabilities. The statement above shown that motivation will be active or has function and do not need to stimulate from outside, because every person has a drive to do something. Berliner in Kuntari (2011: 7) says that intrinsic motivation can be found in four components; interest, needs, hobby and goal. Those four components will be described as follows:

1. Interest

Interest is the one factor that makes one to be active in learning. if students have an interest in making learning work well, students will learn regularly or effectively and they will succeed if they have a high interest.

2. Need

Need is something that is needed for a better life or a personal need. That is, a need is a state where something is needed.

3. Hobby

Hobby is an activity or interest undertaken by a person for personal pleasure. Hobbies refer to likes or fun doing things to waste time.

#### 4. Goal

Everyone has a purpose in their lives. Before someone acts or does something he or she thinks the goal first, For example; the students work hard for the paper because they want to achieve their goals.

#### **b) Extrinsic Motivation**

Extrinsic motivation is kind of motivation that come from outside which also pushes someone to achieve the goal. “Extrinsic motivation is that which derives from the influence of some kind of external incentive, as distinct from the wish to learn for its own sake or interest in tasks. Extrinsic motivation will be active if there is stimulation from outside. An example: a student studying, because he or she knows that tomorrow there will be a test, by hoping that he or she could get a good value. Berliner in Kuntari (2011: 8) 441) stated that the extrinsic motivation comes from three basic elements, those are teachers, parents and environments. The three components will be described as follows:

##### 1. Teachers

Teachers are a major factor in motivating students. Teachers have an important role in learning activities because they will be parents of students during their stay in school. teachers not only give lessons but teachers must motivate students to be more active and interested to learn

##### 2. Parents

Parents are one of the motivating factors motivated students to achieve Harmer in Murniasih (2013: 10) "Parents' attitudes toward language

learning will be greatly influenced by the influence of those close to them." The attitude of parents and older siblings will be very important. The role of parents, especially learning activities is very important, because it is a leading role model for their children.

### 3. Environments

A student who has higher motivation in learning and though by a qualified teacher is not always guaranteed to study or get success well, but there is still other factor that can motivate student in order to study hard that is environment.

## **c. Reading Motivation**

### **1) The Understanding of Reading Motivation**

Motivation is kind of internal derives that pushes someone to do things in order to do something, and it has a significant role in teaching learning process Murniasih (2013: 16). In real life, people generally read something because they want to get information. Someone who has a huge motivation in reading means that he or she felt the enjoyment of reading activity.

Caddington in Murniasih (2013: 17) says that reading motivation can be defined as an internal reading activity for a person. Reading motivation consists of text interactions of curiosity and to get new information.

Motivation in reading, especially for the students' became the factor of how many information and comprehension they will get after read a text. Guthrie and Wigfield (2000: 403) stated "Reading motivation has a determining effect on students concerning how much they will read". Based on those statements, motivation in reading not only predicts students' achievements and

comprehensions, but also predicts how much students will read and how much time they will spare.

Based on the explanation above, the writer concludes that reading motivation is a kind of internal derives that pushes someone to read, it could come from internal or external. Reading motivation that come from internal causes by the reader's personal desire to find information or maybe only for pleasure. While reading motivation comes from external drives, it may caused by reader's social life, such as find information for educational purposes or demands for a job.

## **2) Dimensions of Reading Motivation**

Motivation in reading is affected by the reason of why someone does or avoid the reading activities. Gambrel in Murniasih (2013: 18) stated "Dimensions of reading are the internal and external reasons in motivating students to read".

Watkins and Coffey (2004: 110-116) divides reading motivation consists into eight main dimensions, those are:

### **a. Grades-Compliance**

This dimension is an extrinsic motivation where focuses on grades and compliance with reading work demands. Grades-compliance is a factor of combination between Compliance, grades and Recognition factors.

### **b. Involvement**

Reading involvement refers to the fun involved with reading various types of texts, this is the feeling of involvement between the reader and their reading text. Mostly, the feeling of involvement appears because the reader itself really loves the reading activity.

c. Social

The social dimension of reading is a factor that reflects the reading aspect. This aspect is the intrinsic motivation to communicate with others through reading activities.

d. Competition

Reading Competition is concerned with an individual's attempt to outperform others in reading. This dimension encourages someone to become a better reader than other readers

e. Reading Work Avoidance

This factor is the most obvious and consistent factor in reading motivation. this factor that identifies why readers generally avoid reading, and do not make reading a habitual activity.

f. Curiosity

Watkins and Coffey (2004: 115) stated "curiosity refers to the desire to learn about a certain idea, and is related to work on reading interest". It means that curiosity is the desires to know a text. Commonly, curiosity comes from someone's internal motivation to find information or reading for pleasure.

g. Recognition

Reading Recognition is a form of real recognition of someone skill in reading. This dimension represents how others recognize a person as a good reader or not. For examples teachers' recognition of their students' reading skills.

h. Efficacy

Efficacy refers to readers' beliefs about their ability and constancy in reading habits. In this point of view, students believe that they have a better ability in reading than any other materials.

#### **D. The Concept of Humor**

Sudjoko in Syahrul (2013: 22) 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. Humor and fun are intrinsically motivating and arouse and maintain interest during the lesson (Martin, 2006: 354)

Tamblyn in Hayati (2001: 653), introducing humor as a mnemonic device, explains that humor entertains learners and this entertainment develops intrinsic motivation which is essentially what is called personal relevancy. In clarifying the role of humor in presenting information visually, he believes that everyone remembers pictures far better than words or thoughts. Humor and more specifically jokes qualify as visuals; for a joke to be funny, one has to get a mental picture of it. Supporting the same idea, Schmidt and Williams in Hayati (2001: 653), in their study, provided strong evidence for the mnemonic benefit of humor. They believe that the positive effect of humor on recall maybe that humorous material leads to sustained attention and subsequent elaborative processes. They further emphasize that this sustained attention is not simply verbal rehearsal, nor does it require an intention to learn material.

Setiawan in Syahrul (2013: 23) categorize humor according to its expression form he the divided kinds of humor as in the following:

1. Performing comedy. Such as jest, pantomime, etc, graphic humor such as caricature funny picture etc.
2. Literature humor such as funny story humor stories, anecdote etc.

### E. Conceptual Framework

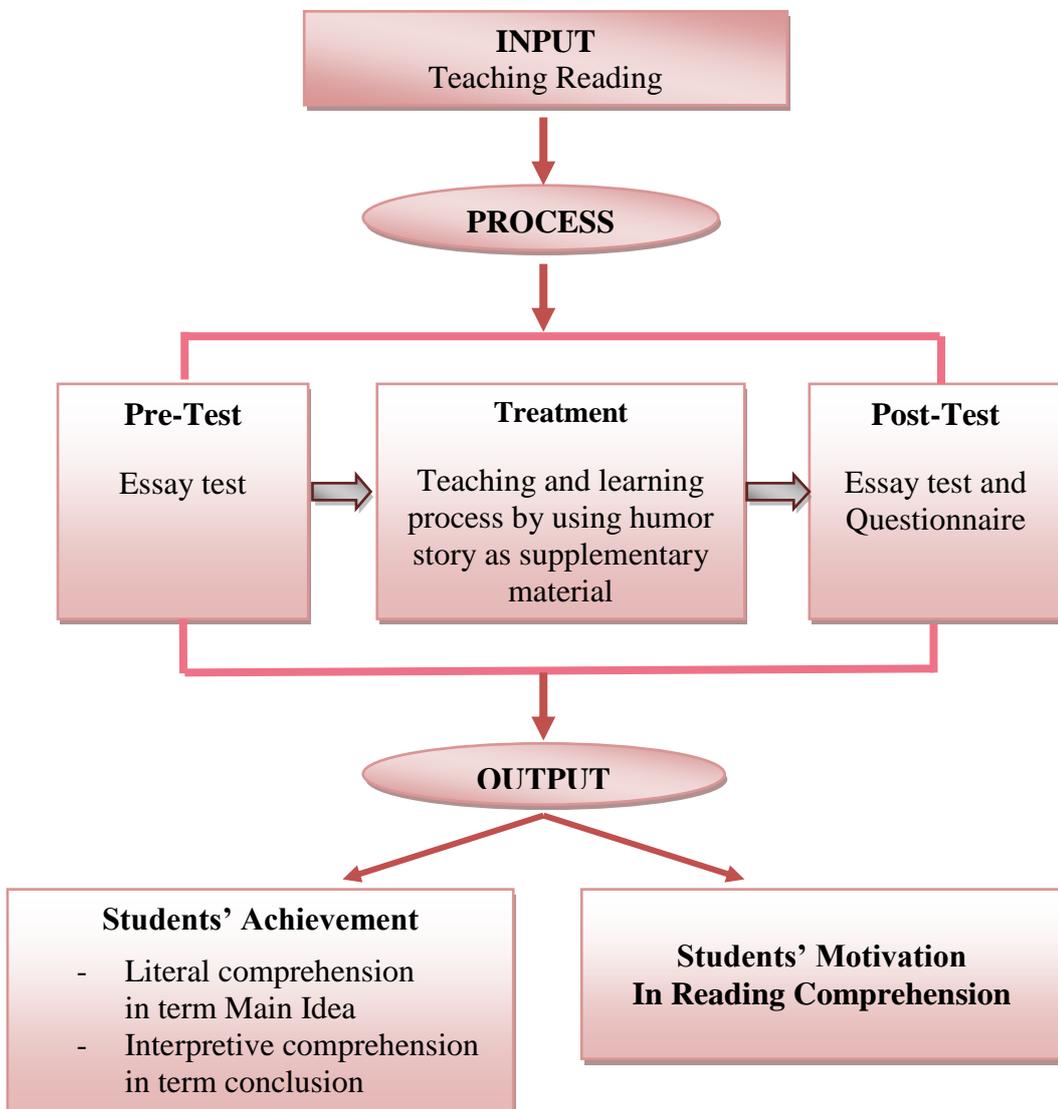


Figure 2.1 Conceptual Framework

1. **Input** : Refers to the reading material would give for the student.
2. **Process** : Refers to the implementation of humor story a supplementary material in teaching reading ability in the classrooms
3. **Output** : Refers to students' achievement and motivation toward reading comprehension focused on literal comprehension in term of main idea and interpretive comprehension in term of making conclusion.

#### **F. Research Hypothesis**

The hypothesis of this research are formulate as follow:

1. **H0 (Null Hypothesis)** : The humor story is not effective to enhance the students' reading comprehension at the eleventh grade of SMK Negeri 6 Bulukumba.
2. **H1 (Alternative Hypothesis)**: The humor story is effective to enhance the students' reading comprehension at the eleventh grade of SMK Negeri 6 Bulukumba.

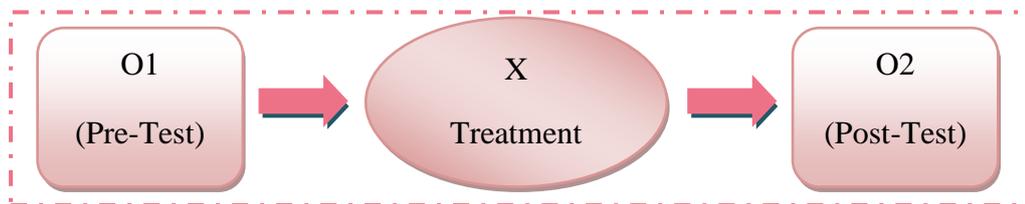
## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The researcher applied pre-experimental method, with one group pre-test and post-test design. It investigates students' achievement and motivation toward reading comprehension by using humor story at SMK Negeri 6 Bulukumba.

This research was conducted through three steps of process: pre-test, treatment and post-test (see Figure 3.1). Pre-test was used to assess the students' reading comprehension before treatment. The treatment, which teaching and learning process was conducted in six meetings which humor story as material to improve the students' reading comprehension. Post-test was conducted to assess the students' reading comprehension after treatment



**Figure.3.1. Research Design**

Note:

O1 = Pre-Test

X = Treatment

O2 = Post-Test

Source: Sugiyono (2015:111)

## **B. Population and Sample**

### **1. Population**

The population of this research was the eleventh grade students of SMK Negeri 6 Bulukumba in academic year 2017/2018. The total number of eleventh grade students' was 70 students which consisted of 4 classes.

### **2. Sample**

In this research, the researcher used purposive sampling technique in one class as the sample. The sample of this research was the major of XI TKJ (Teknik Komputer dan Jaringan) at the eleventh grade of SMK Negeri 6 Bulukumba academic year 20017-2018 with 17 students. The certain reason in chose XI TKJ as a sample because based on observation and interview with the English teacher in SMK Negeri 6 Bulukumba; the students' in this class have low achievement in reading comprehension, the students still found some general problems to comprehend and understand the reading text.

## **C. Research Variable**

### **1. Variable**

- a. Humor story as independent variable of the researcher in reading comprehension material. Humor story used to motivate students' in reading comprehension
- b. The dependent variable in this research ware students' achievement and motivation in reading comprehension

## **D. Instrument of the Research**

### **1. Essay Test**

The instrument of this research was collected the data related to the students' reading comprehension at the level of literal and interpretative comprehension. Literal comprehension, recognize by students' ability to generated main idea of the text and Interpretive comprehension, recognize by students' ability to make conclusion of the text. The reading test was administrated in the pre-test and the post-test. The test consisted of 10 essays (5 pre-test and 5 post-test).

### **2. Questionnaire**

The researcher used questionnaire test to know the students' motivation to read. The questionnaire student' reading motivation assessed by using the revised Motivation Reading Questionnaire (MRQ) developed by Guthrie and Wigfield (1997), because this questionnaire has been proved reliability and validity. These aspects of Motivation Reading Questionnaire is reading efficacy, challenge, curiosity, involvement, importance of reading, and reading work/avoidance, competition, recognition, reading for grades, social reasons and compliance.

The questionnaire consisted of 53 items questionnaires, and the item has four options on a scale from 1 to 4, where 1 (very different for me), 2 (*a* little different for me), 3 (a little like me), 4 (a lot like me). Before asking the students fill the questionnaires, the writer gave the explanation and direction about what the students should do with the questionnaires.

## **E. Technique of Data collection**

In collecting data the researcher used some procedures as follows:

### **1. Pre-Test**

Pre-test was the starting point before conducting the treatment. Pre-test is used to assess the students' reading comprehension before the treatment

### **2. Treatment**

The treatment used humor story as material in learning process. The treatment was conducted in six meeting. The steps are follows:

- a. The first meeting, the topic was about **"Snake in the Bath"**.
  - a) The researcher introduced about the humor stories.
  - b) The researcher asked the students' difficulties in learning process.
- b. The second meeting, the topic was about **"The Blend Man and The Sun"**.
  - a) The researcher gave explanation about reading comprehension by using humor story to stimulate the students.
  - a) The researcher gave humor story as a sample and then students read
- c. The third meeting, the topic was about the **"A Big Lie"**.
  - a) The researcher asked the students what their difficulties about the humor story.
  - b) The researcher gave essay test about humor story and each student answer the question.
- d. The fourth meeting, topic was about the **"Monkey and the Crocodile"**.
  - a) The researcher asked the students to make a group and every group consists of 4 students

- b) The researcher gave humor story for each group
- c) The researcher gave essay test and each group answer the question
- e. The fifth meeting, the topic was about **“Pak Raden”**.
  - a) The researcher asked the students again what their difficulties about the humor story.
  - a) The researcher gave essay test and each student answer the question about the humor stories.
- f. The sixth meeting, the topic was about **“Waiting For the Bus Line 54”**.
  - a) The researcher gave essay test again by using humor stories and the students repeated and correction.

### 3. Post-Test

After doing the treatment, the researcher gave essay and questionnaire test for students’ to assess their achievement in reading comprehension and their motivation toward reading comprehension.

### F. Technique of Data Analysis

To analysis the data, the researcher employed the formula as follows;

#### 1. Scoring the Students’ Correct Answer of Pre-Test and Post-Test

The students’ score of reading comprehension was calculated through the following formula:

$$\text{Score} = \frac{\text{students correct answer}}{\text{Maximum score}} \times 10$$

(Gay, 1981: 298)

## 2. Scoring Rubrics of Students' in Reading Comprehension

In assessed students' reading comprehension by using humor story, the researcher gives reading comprehension assessment in scored based on the following rubrics:

**Table 3.1. Scoring of Literal Comprehension (Main Idea)**

| No | Indicators  | Score |
|----|---|-------|
| 1  | Clearly identified the main idea by providing strong evidence, details relating to the main idea.       | 4     |
| 2  | Identified main idea and provided adequate evidence, details relating to the main idea                  | 3     |
| 3  | limited main idea identification and limited evidence, details relating to the main idea                | 2     |
| 4  | did not identify the main idea of the story or provided any evidence, details relating to the main idea | 1     |

(Harmer, 1989:214)

**Table 3.2. Scoring of Interpretive Comprehension (Conclusion)**

| No | Indicators   | Score |
|----|--|-------|
| 1  | Conclusion reflect resource reading in development of idea                   | 4     |
| 2  | Conclusion reflect resource reading in development                           | 3     |
| 3  | Conclusion reflect only reading in development of idea                       | 2     |
| 4  | Conclusion their answer, but do not reflect resources in development of idea | 1     |

(Harmer, 1989: 215)

### 3. The Classification of Students' Score in Reading Comprehension:

The students' score of reading comprehension was classified through the following:

**Table 3.3. Classification Students' Score in Reading Comprehension**

| No | Score   | Classification |
|----|---------|----------------|
| 1  | 9.6-10  | Excellent      |
| 2  | 8.6-9.5 | Very Good      |
| 3  | 7.6-8.5 | Good           |
| 4  | 6.6-7.5 | Fairly Good    |
| 5  | 5.6-6.5 | Fairly         |
| 6  | 3.6-5.5 | Poor           |
| 7  | 0-3.5   | Very Poor      |

(Depdikbud 1995: 1)

### 4. Calculating the Mean Score

The mean score was calculated through the following formula:

$$\bar{x} = \frac{\sum x}{n}$$

Note:

$\bar{x}$ : Mean score

$\sum$ : Total score of the students' score

n: Total number of students'/sample

(Gay, 1981: 298)

## 5. Calculating the Enhancement

The students' enhancement in reading comprehension was calculated through the following formula:

$$P = \frac{X2 - X1}{X1} \times 100\%$$

Note:

P : Percentage of students' mean score

X1: Mean score of pre-test

X2: Mean score of post-test

(Sudjana, 1992:7)

## 6. Questionnaire

Scores were computed for each aspect and construct by averaging across their respective items.

**Table 3.4. Types of Motivation Reading Questionnaire**

| No | Type                       | Item Number              |
|----|----------------------------|--------------------------|
| 1  | Reading Efficacy           | 7,15,21                  |
| 2  | Reading Challenge          | 2,5,8,16,20              |
| 3  | Reading Curiosity          | 4,10,14,19,25,29         |
| 4  | Reading Involvement        | 6,12,22,30,33,35         |
| 5  | Importance of Reading      | 17,27                    |
| 6  | Reading Work Avoidance     | 13,24,32,40              |
| 7  | Competition in Reading     | 1,9,41,44,49,52          |
| 8  | Recognition for Reading    | 18,28,37,43,47           |
| 9  | Reading for Grades         | 3,38,50,53               |
| 10 | Social Reasons for Reading | 11,26,31,39,<br>42,45,48 |
| 11 | Compliance                 | 23,34,36,46,51           |

(Guthrie and Wigfield, 1997)

## 7. Hypothesis Testing

To the mean score of the pre-test and post-test it was employed paired t-test. The formula is following:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \left(\frac{\sum D}{N}\right)^2}{n(n-1)}}$$

Note

$\bar{D}$  : The difference between the score of pretest and posttest

$\sum D^2$  : The mean score from the different score of pretest and posttest

$D^2$  : The square of D

n : Number of students

t : test of the significant

(Arikunto 1995: 509)

**CHAPTER IV**  
**FINDINGS AND DISCUSSIONS**

**A. Findings**

The data were collected through essay test (pre-test and post-test) and questionnaire test. The researcher analyzed the data obtained from the students. The data consisted of the result of pre-test and post-test. Moreover, in this chapter, the findings of this research described the students motivation in reading and enhancement of students' in pre-test and post-test, the frequency and percentage of students' score, and the t-test value

**1. Enhancement Students' Achievement in Reading Comprehension**

The students' achievement in reading comprehension in term of literal comprehension focus in main idea and interpretive comprehension focus on making conclusion at the Eleven Grade of SMK Negeri 6 Bulukumba by using Humor Story was presented:

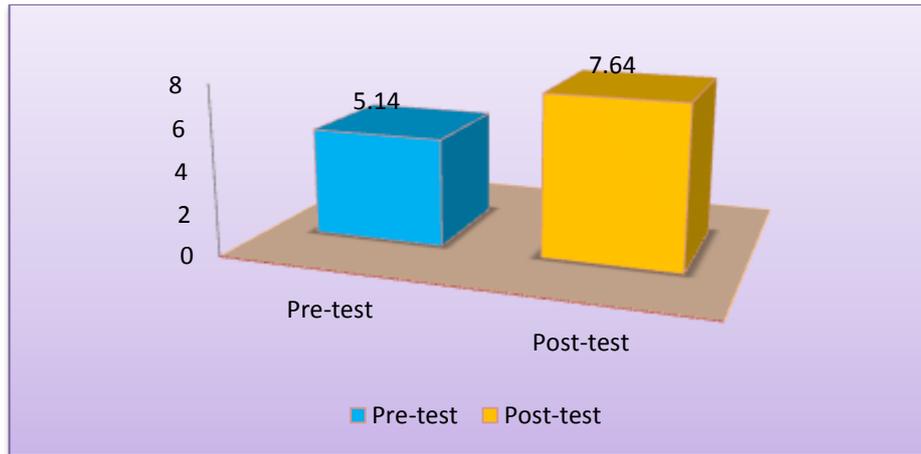
**a. The Enhancement of Students' Achievement in Literal Comprehension in term of Main Idea**

The Enhancement of the students' Literal Comprehension at the Eleventh Grade of SMK Negeri 6 Bulukumba by using Humor Story was presented clearly in Table 4.1:

**Table 4.1.Score of the Students' Literal Comprehension**

| No. | Test      | Mean Score |
|-----|-----------|------------|
| 1   | Pre Test  | 5.14       |
| 2   | Post Test | 7.64       |

Table 4.1 indicated the students' mean score in pre test (5.14) was different from the post-test (7.64). It means that the mean score of the post-test was greater than the pre-test. There was different between students' score of literal comprehension in term main idea before and after treatment in reading by using Humor Story (See the calculating of score in appendix F.2 and F.3).



**Graphic 4.1. The Enhancement of Students' Literal Comprehension**

Graphic 4.1 show the students' enhancement in literal comprehension in term of main idea. The score of students' reading comprehension in post-test were higher than pre-test where post-test 7.64 and pre-test 5.14.

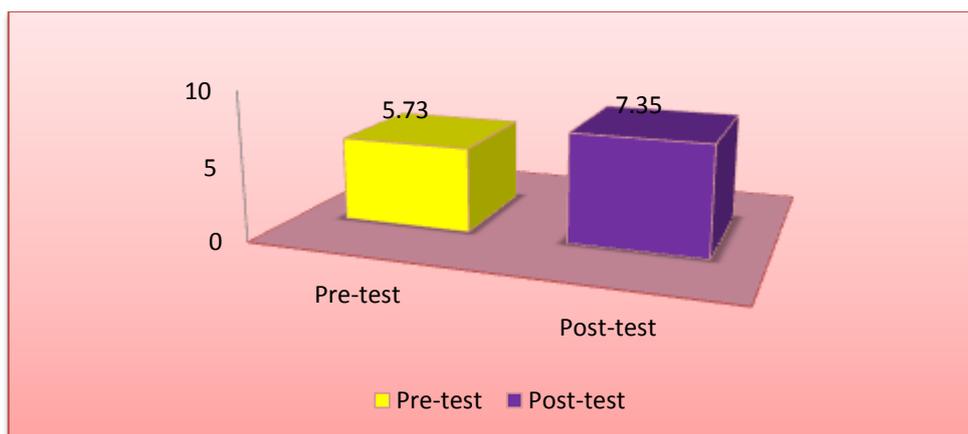
**b. The Enhancement of Students' Achievement in Interpretive Comprehension In term of Making Conclusion**

The Enhancement of the students' Interpretive Comprehension at the Eleventh Grade of SMK Negeri 6 Bulukumba by using Humor Story was presented clearly in Table 4.2:

**Table 4.2.Score of the Students' Interpretive Comprehension**

| No. | Test      | Mean Score |
|-----|-----------|------------|
| 1   | Pre Test  | 5.73       |
| 2   | Post Test | 7.35       |

Table 4.2 indicated the students' mean score in pre test (5.73) was different from the post-test (7.35). It means that the mean score of the post-test was greater than the pre-test. There was different between students' score of interpretive comprehension before and after treatment in reading by using Humor Story (See the calculating of score in appendix F.2 and F.3).



**Graphic 4.2. The Enhancement of Students' Interpretive Comprehension**

Graphic 4.2 show the students' enhancement in interpretive comprehension in term of making conclusion. The score of students' reading comprehension in post-test were higher than pre-test where post-test 7.35 and pre-test 5.73.

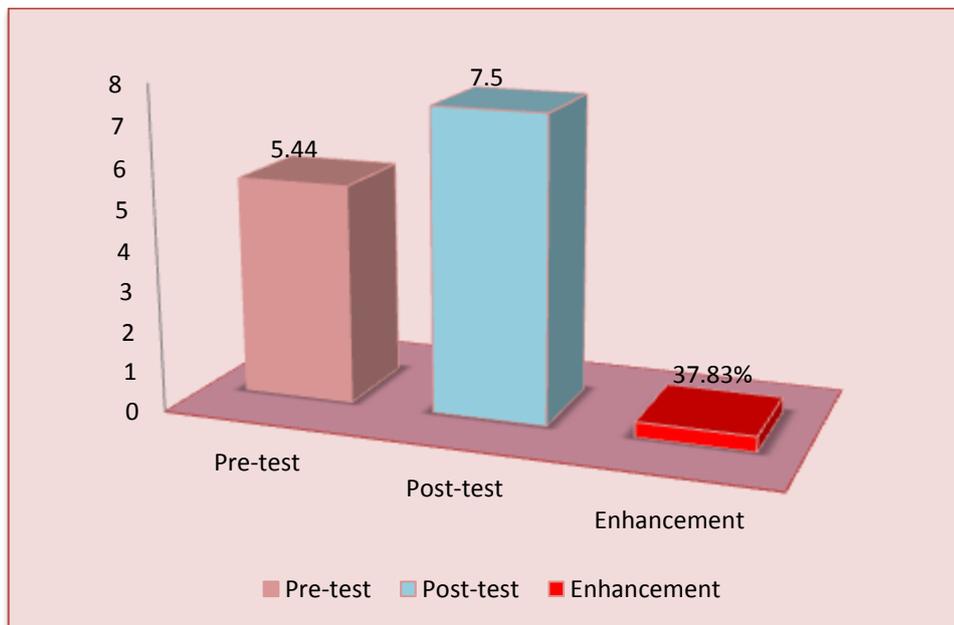
**c. The Enhancement of Students' Achievement in Reading Comprehension**

The Enhancement of the students' Interpretive Comprehension at the Eleventh Grade of SMK Negeri 6 Bulukumba by using Humor Story was presented clearly in Table 4.3:

**Table 4.3.Score of the Students' Interpretive Comprehension**

| No. | Test      | Mean Score | Improvement |
|-----|-----------|------------|-------------|
| 1   | Pre Test  | 5.44       | 37.83 %     |
| 2   | Post Test | 7.5        |             |

Table 4.3 indicated the students' mean score in pre test (5.44) was different from the post-test (7.5). It means that the mean score of the post-test was greater than the pre-test. There was different between students' score of literal and interpretive comprehension before and after treatment in reading by using humor story. The data analysis showed that the students' mean score improved from pre-test to post-test. Humor story was effective to enhance the students' reading comprehension with the percentage (37.83%) from the mean score (5.44) on pre-test to be (7.5) on post-test (See the calculating of score in appendix F.5 and F.6).



**Graphic 4.3. The Enhancement of Students' Reading Comprehension (Interpretive Comprehension)**

Graphic 4.3 shows the students' enhancement before and after applying the treatment (pre-test and post-test). The score of students' reading comprehension in post-test were higher than pre-test where post-test 7.5 and pre-test 5.44.

#### d. The Frequency and Rate Percentage of the Students' Score

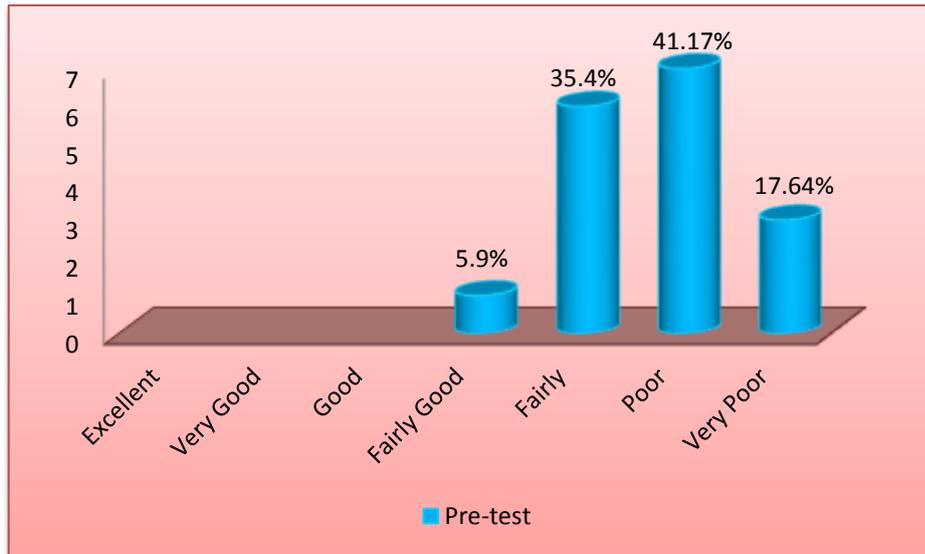
The frequency and rate percentage of the students' score presented the result of the students' reading comprehension in term of interpretive comprehension by using humor story. The students' scores of pre-test and post-test were classified into some criteria. They were presented in the table below:

**Table 4.4. The Frequency and Rate Percentage of Student' Score**

| No           | Classification | Range     | Pre-test |         | Post-test |         |
|--------------|----------------|-----------|----------|---------|-----------|---------|
|              |                |           | F        | (%)     | F         | (%)     |
| 1.           | Excellent      | 9.6 – 10  |          |         | 1         | 5.9%    |
| 2.           | Very Good      | 8.6 - 9.5 |          |         | 4         | 23.52%  |
| 3.           | Good           | 7.6 - 8.5 |          |         |           |         |
| 4.           | Fairly Good    | 6.6 - 7.5 | 1        | 5.9%    | 8         | 47.05%  |
| 5.           | Fairly         | 5.6 - 6.5 | 6        | 35.4%   | 2         | 11.8%   |
| 6.           | Poor           | 3.6 - 5.5 | 7        | 41.17%  | 2         | 11.8%   |
| 7.           | Very Poor      | 0 - 3.5   | 3        | 17.64%  |           |         |
| <b>Total</b> |                |           | 17       | 99.99 % | 17        | 99.99 % |

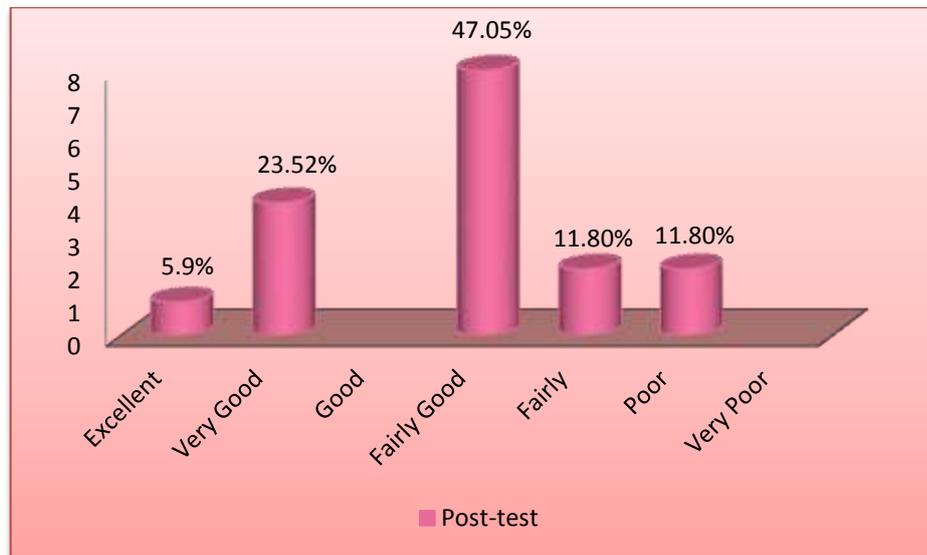
Table 4.4 shows that in the pre-test there were 3 student (17.64%) who got “very poor” score, 7 students (41.17%) who got “poor” score, 6 students (35.4%) who got “fairly”, and only 1 students (5.9%) got “fairly good”. It shows that none of them got “good”, “very good” and “excellent” score.

In the other side, in post test could be seen that there were 1 students (5.9%) who got “excellent” score, 4 students (23.52%) who got ‘Very Good’ score, 8 students (47.05%) who got “Fairly Good” score, 2 students (11.8%) who got “fairly” score, 2 (11.8%) who got “poor” and none of the students who got “good” and “Very Poor” scores.



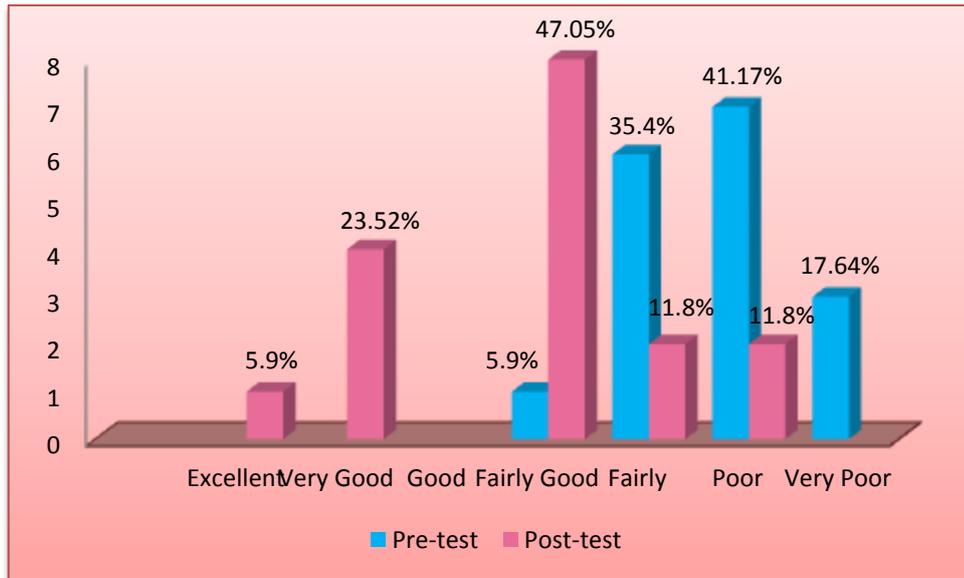
**Graphic 4.4. The Frequency and Rate Percentage of Student' Pre-test**

Graphic 4.4 shows the high frequency of students' in pre-test was "poor" score where there were 7 students with the percentage 42.17%



**Graphic 4.5. The Frequency and Rate Percentage of Student' Post-test**

Graphic 4.5 shows the high frequency of students' in post-test was "fairly good" score where there were 8 students with the percentage 47.05%



**Graphic 4.6. The Frequency and Rate Percentage of Student' Score**

Graphic 4.6 shows the high frequency of students' in pre-test was "poor" score where there were 7 students with the percentage 41.17%, while the high frequency of students' in post-test was "fairly good" score where there were 8 students with the percentage 47.05%

**e. Test of Significance in the Students' Reading Comprehension**

To know the significant difference of the students' result in pre-test and post-test, the researcher used t-test analysis on the level of significance ( $p$ ) = 0.5 with the degree of freedom (df)= N-1, where N= number of sample (17 students) or (df is (N-1) 17-1 =16). Then, the value of t-table is 2.120 (See clearly the t-table in appendix H). The t-test statistical analysis for independent sample was applied. The following table shows the result of t-test calculation.

**Table 4.5. T-test of the Students Reading Comprehension**

| T-test | T-table | Comparison       | Classification |
|--------|---------|------------------|----------------|
| 9.31   | 2.120   | T-test > T-table | Significant    |

Table 4.5 shows that the value of t-test (9.31) (See clearly the t-test value in appendix F.8) was greater than the value of t-table (2.120) for the level of significance ( $p$ ) = 0.5. It indicated that there was a significant different between the pretest and posttest of the students' reading comprehension skill in term of interpretive comprehension.

#### **f. Hypothesis Testing**

The result of the statistical analysis for the level of significance ( $p$ ) = 0.5 with degree of freedom ( $df$ ) =  $N - 1 = 16$  where  $N = 17$  students. The value of t-test was higher than the t-table ( $9.31 > 2.120$ ). It means that the alternative Hypothesis ( $H_1$ ) was accepted and the Null Hypothesis was rejected. In other words, humor story could be used to enhance students' reading comprehension skill.

## **2. The Students' Motivation in Reading Comprehension**

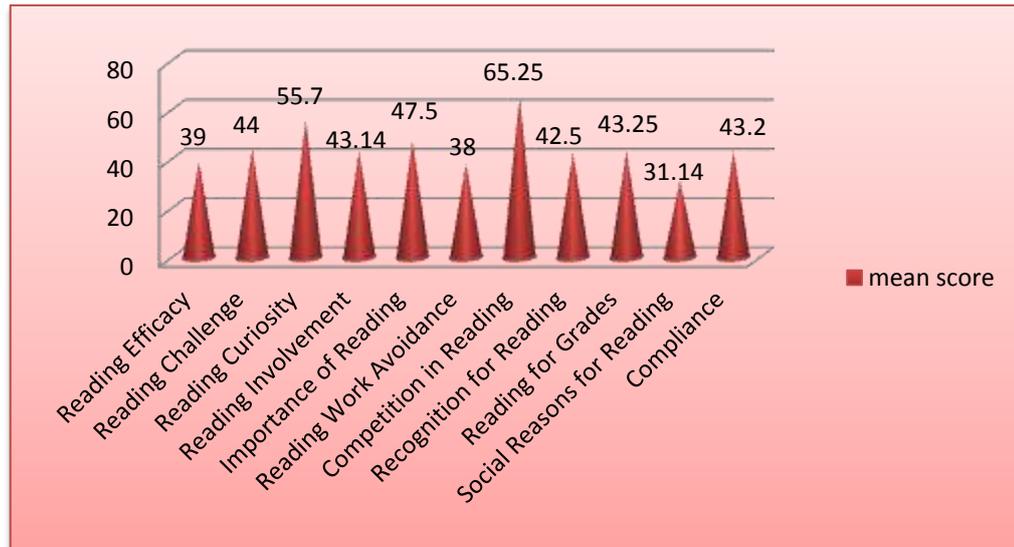
In scoring questionnaire of the respondent, the score was computed for each aspect and constructed by averaging across their respective items. The questionnaire consisted 53 items questionnaires and the item has four options on a scale from 1 to 4, with 1 (very different for me), 2 (a little different for me), 3 ( a little like me), 4 ( a lot like me).

The students' motivation in reading comprehension at the eleventh grade of SMK Negeri 6 Bulukumba by using Humor Story was presented clearly in table 4.6:

**Table 4.6. The Distribution of the Students' Motivation in Reading Comprehension**

| No | Type                       | Total Score | Mean Score |
|----|----------------------------|-------------|------------|
| 1  | Reading Efficacy           | 117         | 39         |
| 2  | Reading Challenge          | 220         | 44         |
| 3  | Reading Curiosity          | 334         | 55.7       |
| 4  | Reading Involvement        | 259         | 43.14      |
| 5  | Importance of Reading      | 95          | 47.5       |
| 6  | Reading Work Avoidance     | 152         | 38         |
| 7  | Competition in Reading     | 261         | 65.25      |
| 8  | Recognition for Reading    | 214         | 42.5       |
| 9  | Reading for Grades         | 173         | 43.25      |
| 10 | Social Reasons for Reading | 218         | 31.14      |
| 11 | Compliance                 | 216         | 43.2       |

Table 4.6 the questionnaire there were mean score of type 1 (Reading Efficacy) got 39, type 2 (Reading Challenge) got 44, type 3 (Reading Curiosity) got 55.7, type 4 (Reading Involvement) got 43.14, type 5 (Importance of Reading) got 47.5, type 6 (Reading Work Avoidance) got 38, type 7 (Competition in Reading) got 65.25, type 8 (Recognition for Reading) got 42.5, type 9 (Reading for Grades) got 43.25, type 10 (Social Reasons for Reading) got 31.14, type 11 (Compliance) got 43.2. The data present in appendix G.



**Graphic 4.7. The Distribution of the Students' Motivation**

Graphic 4.7 shows that the students' motivation in reading comprehension, where *competition in reading* was dominant motivation from 11 type motivation. While the *social reason for reading* is low motivation from 11 type motivation

## **B. Discussion**

In this section discussed about the result of the data collected and analysis through a testing as explained in the previous section showed about the enhancement students' achievement and motivation in reading comprehension of a text in terms on literal and interpretive comprehension.

In the treatment process the researcher had done the teaching learning process by using humor story as teaching material. In indicated the students were more active and helped them recalling main idea and make conclusion towards reading comprehension the text.

The description of the data collected from students' reading comprehension in term of literal and interpretive comprehension in the previous

section showed that the students' reading comprehension had enhanced. It was supported by the mean score and percentage of the students' result in pre test and post test. Based on the findings above, the use of humor story affected the students' mean score was greater in post test rather than before teaching them by using humor story as material.

### **1. The Enhancement of the Students' Reading Comprehension by Using Humor Story**

The research was focused on enhancing students' reading comprehension by using humor story. This material was implemented in six treatments. The findings of the research showed that the humor story was successful in enhancing the students' reading comprehension. From the findings, the discussion was written as the following.

Sudjoko in Syahrul (2013: 22) 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. The researcher used humor story as supplementary material in teaching reading to help the students' interested to comprehend the text, and enjoy in learning process.

The finding result shows the students' score percentage in reading comprehension before using humor story showed that the students' ability in reading comprehension at the eleventh grade students of SMK Negeri 6 Bulukumba especially TKJ (Teknik Komputer dan Jaringan) class were poor. It was showed from the pre-test result of the students' score in reading

comprehension in term of content: from 17 students, none of the students got excellent and very good score. There were 3 students (17.64%) got “very poor” score, 7 students (41.17%) got “poor” score, 6 students (35.4%) got “fairly”, and only 1 students (5.9%) got “fairly good”. It was because most of students lazy to read the text and difficulties to answer the question especially in interpretive comprehension. Burn in Hastuti (2013: 15) stated that interpretive reading identifies the way to read between the lines of making inferences. This is the process of deriving ideas that implied rather than directly stated. But in fact the students’ reading comprehension was poor.

In treatment the researcher applied humor story as material in learning process especially in reading comprehension. The treatment was six meeting and there was step in treatment. The first meeting the researcher was introduce humor story and asked the students difficulties in learning process. From the treatment one in this research, that was reconnaissance, it can be implied that students difficult in reading skills is to comprehend the text.

From the treatment one the researcher gave explanation about reading comprehension and used humor story to stimulated the students and make the students to interest in learning process. After some treatments the students’ started active in learning process thought not all of students active in learning process. The next meeting the researcher asked the students again what their difficulties about humor story and gave motivation for students to more active and interest to learn especially in reading text. The researcher gave essay test in treatment to know the students development in reading comprehension.

After gave some treatments by using humor story, the students reading comprehension especially in term interpretive comprehension was enhanced. It

was suitable with Hayati et.al (2011) stated that using humor in language courses, in addition to making class more enjoyable, can contribute to improving students' proficiency and by using humor story teachers can motivate students and attract their attention toward reading the text. The enhancement was provided by the students' score percentage in reading comprehension before pre-test and post-test. In the post-test result; from 17 students, 1 students (5.9%) got "excellent" score, 4 students (23.52%) got "Very Good" score, 8 students (47.05%) got "Fairly Good" score, 2 students (11.8%) got "fairly" score, 2 (11.8%) got "poor" and none of the students who got "good" and "Very Poor" scores. It means that there was a significance improvement before and after using humor story as material in reading comprehension in term interpretive comprehension.

**a. The Significance of the Students' reading comprehension**

The data described that the students' score was success to enhance the students' interpretive comprehension by using humor story. This enhancement was also followed by the significance. The t-test value was greater than t-table ( $9.31 > 2.120$ ) for the degree of freedom ( $df = N-1 (17-1) = 16$ ) and the level of significance ( $p = 0.5$ ). It means that the Null Hypothesis ( $H_0$ ) was rejected and the alternative Hypothesis ( $H_1$ ) was accepted. Based on the data, it can be concluded that the score of students in reading comprehension in term of interpretive comprehension by using humor story at the eleventh grade of SMK Negeri 6 Bulukumba was enhanced.

## **2. The Enhancement of the Students' Motivation**

Relating to the data collected questionnaire it is show the students' motivation in reading comprehension of SMK Negeri 6 Bulukumba. It was supported by the mean score the item of scales. Based on the enhancement of the students' score in reading comprehension, it also effects of the students' motivation in reading skill. In the learning process students need motivation as an encouragement to be more active and interested in learning process. In this case the teacher important role to motivate and stimulate students' in the learning process. Uno (2016: 23) stated motivation is a critically important factor for learning, why students' learn and how they learn is influence by their level of motivation to learn.

The students have different motivation in learning process. Anita in Uno (2016: 7) stated there are two motivation, intrinsic motivation (the urge to engage in the learning activity for its own sake) and extrinsic motivation (motivation that is deriving from external incentives). There are some factors in intrinsic motivation like hobby, interest, needed, and goal, in extrinsic motivation like teacher, parents, and environment.

Reading motivation that come from internal causes by the reader's personal desire to find information or maybe only for pleasure. While reading motivation comes from external drives, it may caused by reader's social life, such as find information for educational purposes or demands for a job. Gambrel in Murniasih (2013: 18) stated "Dimensions of reading are the internal and external reasons in motivating students to read". The students must have motivation from

internal and external to make their more active to read and easy to comprehend the text.

Motivation is one of factor that affects the students' activity in learnin. The student motivated will be more enthusiastic and interested to learn. In addition, motivation also as factor driving student achievement in learning process. in this case the researcher used humor story as learning material to motivate students to be more active and enhance students achievement in reading comprehension. Tamblyn in Hayati (20011: 653), introducing humor as a mnemonic device, explains that humor entertains learners and this entertainment develops intrinsic motivation which is essentially what is called personal relevancy.

Orekoya et.al (2014) they stated that the benefits and significance of humor socially, and cognitively through the facilitation of playful learning environment, reduction of learning anxiety, and the stimulation of students' learning motivation, are liable of creating in children the desire for the tickling sensation that accompanies humorous reading materials. Humor story was enhanced students' reading comprehension and motivates the students to read.

The result of the students' motivation in reading comprehension, the dominant of student' motivation from 11 type motivation is *competition in reading* and the low motivation is *social reason for reading*. It means the intrinsic motivation more dominant than extrinsic motivation. Humor story can motivate the students to read the text it have the significant with Hayati et.al (2011) say that humor story can motivate the students in learning process and attract students' attention toward reading text.

Based on all the data collected above, the researcher conclude that most of the students needed motivation and English materials that could stimulate the students' interest and that suitable with their linguistics level that should be provided

From the discussion above, it can be concluded that the eleventh year students of SMK Negeri 6 Bulukumba have fairly good comprehension, after learning reading subject by using humor story. Finally the researcher concludes that using Humor Story in teaching reading comprehension can help the students to enhance their comprehension.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusion

1. Humor Story enhances students' achievement in reading comprehension in term interpretive comprehension. It is seen in pre test they got (5.44) while in post test they got (7.5) with the percentage (37.83 %).
2. Humor Story motivates the students' reading comprehension because humor story make students' to enjoy and funny in reading process. The dominant motivation of the students is *Competition in Reading* with mean score could be seen in questionnaire test (65.25).

#### B. Suggestions

After seeing the findings as well as the discussion, the researcher gave several suggestions which may be useful as follows:

1. For the English Teacher at TKJ Class of Eleventh Grade SMK Negeri 6 Bulukumba

English teachers apply the Humor Story in teaching and learning process especially in teaching reading creative and to enrich their teaching materials.

They could use English Humor Story to stimulate the students' attention and motivate them in learning English.

2. The Next Researchers

The most important suggestion is for the researchers in the future, so that they should conduct the research related to this topic of the paper where the

result can be a reference to develop their findings and might have difference  
and use this thesis as an additional reference.

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# APPENDICES

## **LIST OF APPENDICES**

**Appendix A:** Instrument of the Research (Pre-test)

**Appendix B:** Lesson Plan

**Appendix C:** Teaching Material

**Appendix D:** Instrument of the Research (Post-test)

**Appendix E:** Instrument of the Research (Questionnaire Test)

**Appendix F:** Data Analysis of Pre-test and Post-test

**Appendix G:** Data Analysis of Questionnaire Test

**Appendix H:** Distribution of T-Table

## APPENDIX A

### PRE-TEST

#### **Keterangan:**

Test ini bertujuan untuk mengetahui sejauh mana kemampuan anda sebagai siswa dalam memahami isi bacaan, tes ini akan mempengaruhi nilai anda. Untuk itu diminta agar memberikan jawaban sesuai kemampuan yang anda miliki. Sehingga diperoleh hasil yang objektif.

#### **Nasreddin's Coat**

One day Nasreddin had been invited to the dinner party. He went to the party by wearing old clothes.

When he arrived in the party, nobody looked at him and nobody gave him a seat. He got no food in the party so he went home and change his clothes

Next he put on his best clothes. He wore his newest coat and went to the party again. The host at once got up and came to meet him. The host offered him the best table and gave him a good seat and served him the best food

Nasreddin sat and put off his coat. He put his coat and said; "Eat the food, Coat!" the hosts and guests were very surprised and asked Nareddin; "What are doing?" Nasreddin replied calmly; "When I came here with my old clothes, nobody looked at me. Then I went home and put on my best clothes. I came back in my newest coat and you all give me this best food and drink. So, you give food to my coat instead of me". Getting Nasreddin's answer, they just shook the head.

#### **Answer the question below!**

1. Find out the main idea of each paragraph!
2. Why Nasreddin change his clothes?
3. Who is the good character of the text? Explain it!
4. How is the end of the story?
5. Write the conclusion of the text above!

## KUNCI JAWABAN

### Pre-Test

| NO | KUNCI   | SKOR |
|----|---|------|
| 1  | <ul style="list-style-type: none"><li>- The clothes that was worn by Nasreddin in the party</li><li>- Nasreddins disappointed with people attitude that just looked someone by their style.</li></ul>   | 4    |
| 2  | <ul style="list-style-type: none"><li>- Because nobody looked at him and nobody gave him a seat when he wore an old clothes</li></ul>   | 4    |
| 3  | Nasreddins' he did not to differentiate based on their looking.   | 4    |
| 4  | <ul style="list-style-type: none"><li>- Don't different someone by their looking.</li></ul>   | 4    |
| 5  | Nasreddin came at a party by wearing an old clothes but there was no people looked at him, but when he backed o change their clothes with a good clothes everyone at the party suddenly gave him a carrying. So Nasreddin was angry of the people attitude which differentiates someone based on their looking. | 4    |

## APPENDIX B

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

|                          |                                |
|--------------------------|--------------------------------|
| <b>Satuan pendidikan</b> | : SMK Negeri 6 Bullukumba      |
| <b>Mata pelajaran</b>    | : Bahasa Inggris               |
| <b>Kelas / semester</b>  | : XI / I                       |
| <b>Aspek/skil</b>        | : Reading Comprehension        |
| <b>Alokasi waktu</b>     | : 4 x 45 menit                 |
| <b>Topic</b>             | : Narrative Text (Humor Story) |
| <b>Pertemuan</b>         | : 1-2                          |

#### I. Standart kompetensi

3. mengungkapkan makna dalam teks fungsional pendek dan esei sederhana berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan

#### II. Kompetensi dasar

3.1 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report*, *narrative*, dan *analytical exposition*

#### Pertemuan Pertama

#### III. Indikator

1. Menyebutkan informasi actual dalam text narrative
2. Mengidentifikasi makna dalam text narrative
3. Menyimpulkan isi text narrative

#### IV. Tujuan pembelajaran

1. Siswa dapat menyebutkan informasi actual dalam text narrative.

2. Siswa dapat mengidentifikasi makna yang ada dalam teks yang dibaca
3. Siswa dapat membuat kesimpulan berdasarkan isi teks yang telah dibaca

## **V. Materi pokok pembelajaran**

Teks fungsional pendek yang berhubungan dengan materi pembelajaran

### **Snake in the Bath**

How would you like to find a snake in your bath? A nasty one too!

We had just moved into a new house, which had been empty for so long that everything was in a terrible mess. Anna and I decided we would clean the bath first, so we set to, and turned on the tap.

Suddenly to my horror, a snake's head appeared in the plug-hole. Then out slithered the rest of his long thin body. He twisted and turned on the slippery bottom of the bath, spitting and hissing at us.

For an instant I stood there quite paralyzed. Then I yelled for my husband, who luckily came running and killed the snake with the handle of a broom. Anna, who was only there at the time, was quite interested in the whole business. Indeed I had to pull her out of the way or she'd probably have leant over the bath to get a better look!

Ever since then I've always put the plug in firmly before running the bath water.

## **VI. Metode/Media Pembelajaran:**

Communicative Language Teaching

## **VII. Langkah – langkah pembelajaran**

### **Langkah-langkah Kegiatan**

#### **Kegiatan Pendahuluan (5 menit)**

- Mengucapkan salam dengan ramah ketika masuk ruang kelas
- Mengecek kehadiran siswa
- Apersepsi

- Memotivasi siswa
- Menyampaikan tujuan pembelajaran
- Menyampaikan cakupan materi dan uraian kegiatan

#### **Kegiatan Inti (80 menit)**

- Siswa membaca dua teks narrative (humor story) yang berbeda
- Siswa mendiskusikan kedua perbedaan pada text narrative (humor story)
- Siswa membaca contoh lain teks narrative (humor story)
- Siswa menjawab pertanyaan dalam teks narrative “*Snake in the Bath*”.
- Siswa mendiskusikan jawaban pada teks narrative “*Snake in the Bath*”

#### **Kegiatan Akhir (5 menit)**

- Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.
- Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
- Guru menyampaikan rencana pembelajaran yang akan datang.
- Mengakhiri pertemuan dengan mengucapkan salam.

### **Pertemuan Kedua**

#### **III. Indikator**

- a. Mengidentifikasi makna dalam teks *narrative*
- b. Mengidentifikasi langkah-langkah retorika dalam wacana: *narrative*
- c. Mampu memahami suatu teks *narrative*

#### **IV. Tujuan Pembelajaran**

- a. Siswa dapat menyebutkan informasi actual dalam text narrative.
- b. Siswa dapat mengidentifikasi makna yang ada dalam teks yang dibaca
- c. Siswa dapat membuat kesimpulan berdasarkan isi teks yang telah dibaca

#### **V. Materi Pokok**

*Donkey in the Well*

## **VI. Metode/Media Pembelajaran**

Communicative Language Teaching

## **VII. Strategi Pembelajaran**

### **Langkah-langkah Kegiatan**

#### **Kegiatan Pendahuluan (5 menit)**

- Mengucapkan salam dengan ramah ketika masuk ruang kelas
- Mengecek kehadiran siswa
- Apersepsi
- Memotivasi siswa
- Menyampaikan tujuan pembelajaran
- Menyampaikan cakupan materi dan uraian kegiatan

#### **Kegiatan Inti (80 menit)**

- Siswa membaca dua teks narrative (humor story ) yang berbeda
- Siswa mendiskusikan kedua perbedaan pada text narrative (humor story
- Siswa membaca contoh lain teks narrative “*Donkey in the Well*”
- Siswa menjawab pertanyaan mengenai dalam teks narrative “*Donkey in the Well*”.
- Siswa mendiskusikan jawaban pada teks narrative “*Donkey in the Well*”

#### **Kegiatan Akhir (5 menit)**

- Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.
- Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
- Guru menyampaikan rencana pembelajaran yang akan datang.
- Mengakhiri pertemuan dengan mengucapkan salam.

## **VIII. Sumber belajar:**

1. How to Teach English by Jeremy Harmer
2. Bahan Internet
3. Laptop

**IX. Penilaian :**

1. Teknik : merespon pertanyaan berdasarkan text.
2. Bentuk : Reading Comprehension test
3. Pedoman penilaian

$$\text{Score} = \frac{\text{students correct answer}}{\text{maximum score}} \times 10$$

Makassar, Agustus 2017

Researcher

**Surni Eryana**

Nim: 10535 5711 13

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

|                          |                                |
|--------------------------|--------------------------------|
| <b>Satuan pendidikan</b> | : SMK Negeri 6 Bullukumba      |
| <b>Mata pelajaran</b>    | : Bahasa Inggris               |
| <b>Kelas / semester</b>  | : XI / I                       |
| <b>Aspek/skil</b>        | : Reading Comprehension        |
| <b>Alokasi waktu</b>     | : 4 x 45 menit                 |
| <b>Topic</b>             | : Narrative Text (Humor Story) |
| <b>Pertemuan</b>         | : 3-4                          |

**VIII. Standart Kompetensi**

4. mengungkapkan makna dalam teks fungsional pendek dan esei sederhana berbentuk report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan

**IX. Kompetensi Dasar**

- 3.2 Merespon makna dan langkah retorika dalam essay yang menggunakan rgam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk report, narrative dan analytical exposition

**Pertemuan Ketiga**

**X. Indikator**

4. Menyebutkan informasi actual dalam text narrative
5. Mengidentifikasi makna dalam text narrative
6. Menyimpulkan isi text narrative

**XI. Tujuan Pembelajaran**

4. Siswa dapat menyebutkan informasi actual dalam text narrative.
5. Siswa dapat mengidentifikasi makna yang ada dalam teks yang dibaca
6. Siswa dapat membuat kesimpulan berdasarkan isi teks yang telah dibaca

## **XII. Materi Pokok Pembelajaran**

Teks fungsional pendek yang berhubungan dengan materi pembelajaran

### **A BIG LIE**

Nasreddin lived in a quite big village. He had some neighbors. Some of them were Poor, and some others were rich. There was one very rich neighbor who seldom talked to the people in the neighborhood. Every time he invited people, he always invited only rich people that no one in his neighborhood knew. So it was a very big surprise for Nasreddin that one day, he got invited by that rich man.

The day when he had to come to his wealthy neighbor's house came, Nasreddin prepared everything. He chose the best outfit and dressed up well and rode his mule happily towards the house.

"I must be very lucky," he said to himself.

Finally, he arrived at the rich man's house and knocked at the door. While waiting for someone to open the door, he looked around. When looking around the house, he found that the house had a lot of big windows.

"I am sorry, my father isn't at home," someone said. Apparently it was the rich man's son who opened the door.

However, Nasreddin had seen his father sitting by the window, peeping him. He was really angry to be invited only to be turned down at the door with such a big lie.

"Kid, listen to me! Tell your father, every time he goes out, he should go with his head, not leaving his head by the window. Is that clear?" Nasreddin replied.

## **XIII. Metode/Media Pembelajaran:**

Communicative Language Teaching

#### **XIV. Langkah – Langkah Pembelajaran**

##### **Kegiatan Pendahuluan (5 menit)**

- Mengucapkan salam dengan ramah ketika masuk ruang kelas
- Mengecek kehadiran siswa
- Apersepsi
- Memotivasi siswa
- Menyampaikan tujuan pembelajaran
- Menyampaikan cakupan materi dan uraian kegiatan

##### **Kegiatan Inti (80 menit)**

###### Eksplorasi (15 menit)

1. Siswa membaca contoh teks narrative “A Big Lie” yang ditampilkan.
2. Siswa dan guru mendiskusikan isi cerita dalam narrative text “A Big Lie”.
3. Guru menjelaskan unsur dan langkah retorika dan ciri lexico grammatical dalam teks narrative “A Big Lie”.
4. Guru menjelaskan langkah pembuatan teks narrative.

###### Elaborasi (50 menit)

1. Guru membuat kelompok dan membagi teks narrative “A Big Lie” sejumlah kelompok.
2. Siswa bekerja dalam kelompok untuk membahas isi teks berupa topik teks, gagasan utama suatu paragraf dalam teks tersebut, informasi rinci, informasi tertentu, dan makna kata-kata tertentu.
3. Menjawab soal-soal tentang text yang dibahas.

###### Konfirmasi (15 menit)

1. Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas.
2. Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks dan penggunaan struktur text humor.
3. Guru membeikan motivasi kepada siswa yang kurang dan belum bias mengikuti pelajaran dengan baik.

4. Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

#### **Kegiatan Penutup (5 menit)**

1. Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.
2. Guru memberikan tugas kepada siswa terkait materi pelajaran yang telah diajarkan.
3. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
4. Guru menyampaikan rencana pembelajaran yang akan datang.
5. Mengakhiri pertemuan dengan mengucapkan salam.

#### **Pertemuan Keempat**

##### **X. Indikator**

- d. Membaca teks narrative dengan pengucapan yang benar dan tepat
- e. Mengidentifikasi informasi yang terperinci dalam teks narrative dengan tepat.
- f. Mengidentifikasi makna kata yang terdapat dalam teks narrative dengan tepat.

##### **XI. Tujuan Pembelajaran**

- d. Siswa dapat mengidentifikasi fungsi sosial teks narrative dengan benar.
- e. Siswa dapat mengidentifikasi struktur teks dan unsur teks narrative dengan benar.

##### **XII. Materi Pokok**

*Monkey and Crocodile*

##### **XIII. Metode/ Media Pembelajaran**

Communicative Language Teaching

## **XIV. Strategi Pembelajaran**

### **Langkah langkah Kegiatan Pembelajaran**

#### **Kegiatan Pendahuluan (5 menit)**

1. Mengucapkan salam dengan ramah ketika masuk ruang kelas
2. Mengecek kehadiran siswa
3. Apersepsi
4. Memotivasi siswa
5. Menyampaikan tujuan pembelajaran
6. Menyampaikan cakupan materi dan uraian kegiatan

#### **Kegiatan Inti (80 menit)**

##### Eksplorasi (15 menit)

1. Siswa membaca contoh teks narrative "*Monkey and Crocodile*" yang ditampilkan.
2. Siswa dan guru mendiskusikan isi cerita dalam narrative text "*Monkey and Crocodile*".
3. Guru menjelaskan unsur dan langkah retorika dan ciri lexico grammatical dalam teks narrative "*Monkey and Crocodile*".
4. Guru menjelaskan langkah pembuatan teks narrative.

##### Elaborasi (50 menit)

1. Guru membuat kelompok dan membagi teks narrative "*Monkey and Crocodile*" sejumlah kelompok.
2. Siswa bekerja dalam kelompok untuk membahas isi teks berupa topik teks, gagasan utama suatu paragraf dalam teks tersebut, informasi rinci, informasi tertentu, dan makna kata-kata tertentu.
3. Menjawab soal-soal tentang text yang dibahas.

##### Konfirmasi (15 menit)

1. Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas.
2. Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks dan penggunaan struktur text humor.

3. Guru membeikan motivasi kepada siswa yang kurang dan belum bias mengikuti pelajaran dengan baik.
4. Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

**Kegiatan Penutup (5 menit)**

1. Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.
2. Guru memberikan tugas kepada siswa terkait materi pelajaran yang telah diajarkan.
3. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
4. Guru menyampaikan rencana pembelajaran yang akan datang.
5. mengakhiri pertemuan dengan mengucapkan salam.

**XV. Sumber Belajar:**

4. How to Teach English by Jeremy Harmer
5. Bahan Internet
6. Laptop

**XV. Penilaian :**

4. Teknik : Merespon pertanyaan berdasarkan text.
5. Bentuk : Reading comprehension test
6. Pedoman penilaian

$$\text{Score} = \frac{\text{students correct answer}}{\text{maximum score}} \times 10$$

Makassar, Agustus 2017

Researcher

**Surni Eryana**

Nim: 10535 5711 13



## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

|                          |                                |
|--------------------------|--------------------------------|
| <b>Satuan pendidikan</b> | : SMK Negeri 6 Bullukumba      |
| <b>Mata pelajaran</b>    | : Bahasa Inggris               |
| <b>Kelas / semester</b>  | : XI / II                      |
| <b>Aspek/skil</b>        | : Reading Comprhension         |
| <b>Alokasi waktu</b>     | : 4 x 45 menit                 |
| <b>Topic</b>             | : Narrative Text (Humor Story) |
| <b>Pertemuan</b>         | : 5-6                          |

### **XVI. Standart Kompetensi**

3. Memahami makna teks monolog/esei berbentuk *report*, *narrative* dan *analytical exposition* secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

### **XVII. Kompetensi Dasar**

3.3 Merespon makna dan langkah retorika dan esei yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari – hari dan mengakses ilmu pengetahuan dalam teks Report, Narrative, dan Analytical Exposition

### **Pertemuan Kelima**

### **XVIII. Indikator**

7. Menyebutkan informasi actual dalam text narrative
8. Mengidentifikasi makna dalam teks narrative
9. Menyimpulkan isi text narrative
10. Menentukan mind idea dan supporting idea dalam text narrative

### **XIX. Tujuan Pembelajaran**

7. Siswa dapat menyebutkan informasi actual dalam text narrative
8. Siswa dapat mengidentifikasi makna yang ada dalam teks yang dibaca

9. Siswa mampu mengidentifikasi berbagai aspek dari teks seperti isi, struktur teks.
10. Siswa dapat membuat kesimpulan berdasarkan isi teks yang telah dibaca

## **XX. Materi Pokok Pembelajaran :**

Teks fungsional pendek yang berhubungan dengan materi pembelajaran

### **Pak Raden**

One day, Pak Raden was on the roof of his house. He was mending a hole in the tiles. He had almost finished mending, and he was very pleased with his work. Suddenly he heard a voice below call him, "Hello". Then Pak Raden looked down, he saw an old man with a dirty clothes standing.

"What do you want from me?" Pak Raden asked him.

"Come down and I will tell you what I want", the man replied.

Pak Raden fell annoyed, but he was a polite person, so he put down his equipment and climbed down carefully to the ground.

"What do you want?" Pak Raden asked again when he reached the ground.

"Could you give a little money for an old beggar like me?" asked the beggar.

Pak Raden thought for a second. The he said, "Come with me". He began climbing the ladder again. The beggar followed him to the top. When they were reaching and sitting on the roof, Raden turned to the beggar.

"No". Pak Raden said.

## **XXI. Metode/ Media Pembelajaran:**

Communicative Language Teaching

## **XXII. Strategi Pembelajaran**

### **Langkah – Langkah Pembelajaran**

#### ***a. Kegiatan Awal***

- Mengucap salam
- Mengecek kehadiran siswa (disiplin, rasa ingin tahu)

- Memberikan motivasi kepada siswa sehubungan dengan materi pelajaran tentang “Text humor” (Kreatif, komunikatif)
- Guru menyampaikan tujuan yang ingin dicapai dalam pembelajaran (Mandiri, komunikatif)

***b. Kegiatan Inti***

- Guru menjelaskan materi narrative text ( humor story)
- Guru meminta siswa untuk membaca teks narrative “Pak Raden”
- Guru dan siswa bersama-sama mengidentifikasi makna kata yang terdapat dalam teks narrative yang berjudul “Pak Raden”
- Siswa diminta untuk menjawab pertanyaan yang berkaitan dengan teks narrative yang berjudul “Pak Raden”

***c. Kegiatan Akhir***

- Guru memeriksa hasil pekerjaan yang sudah dikerjakan oleh siswa
- Guru dan siswa menyimpulkan materi tentang teks tek narrative yang berjudul “Pak Raden”

**Pertemuan Keenam**

**III. Indikator**

1. Menyebutkan informasi actual dalam text narrative
2. Mengidentifikasi makna dalam teks narrative
3. Menyimpulkan isi text narrative
4. Menentukan mind idea dan supporting idea dalam text narrative

**IV. Tujuan pembelajaran**

1. Siswa dapat menyebutkan informasi actual dalam text narrative
2. Siswa dapat mengidentifikasi makna yang ada dalam teks yang dibaca
3. Siswa mampu mengidentifikasi berbagai aspek dari teks seperti isi, struktur teks.
4. Siswa dapat membuat kesimpulan berdasarkan isi teks yang telah dibaca

**V. Materi Pokok Pembelajaran**

*Waiting For the Bus Line 5*

## **VI. Metode/Media Pembelajaran:**

Communicative Language Teaching

## **VII. Strategi Pembelajaran**

### **Langkah – Langkah Pembelajaran**

#### ***Kegiatan Awal***

- Mengucap salam
- Mengecek kehadiran siswa (disiplin, rasa ingin tahu).
- Memberikan motivasi kepada siswa sehubungan dengan materi pelajaran tentang “Text humor” (Kreatif, komunikatif).
- Guru menyampaikan tujuan yang ingin dicapai dalam pembelajaran (Mandiri, komunikatif).

#### ***Kegiatan Inti***

- Guru menjelaskan materi narrative text (humor story).
- Guru meminta siswa untuk membaca teks narrative “*Waiting For the Bus Line 5*”.
- Guru dan siswa bersama-sama mengidentifikasi makna kata yang terdapat dalam teks narrative yang berjudul “*Waiting For the Bus Line 5*”.
- Siswa diminta untuk menjawab pertanyaan yang berkaitan dengan teks narrative yang berjudul “*Waiting For the Bus Line 5*”.

#### ***Kegiatan Akhir***

- Guru memeriksa hasil pekerjaan yang sudah dikerjakan oleh siswa
- Guru dan siswa menyimpulkan materi tentang teks narrative yang berjudul “*Waiting For the Bus Line 5*”

## **VIII. Sumber Belajar:**

7. How to Teach English by Jeremy Harmer
8. Bahan Internet
9. Laptop

**IX. Penilaian :**

7. Teknik : merespon pertanyaan berdasarkan text.
8. Bentuk : Reading Comprehension test
9. Pedoman penilaian

$$\text{Score} = \frac{\text{students correct answer}}{\text{maximum score}} \times 10$$

Makassar, Agustus 2017

Researcher

**Surni Eryana**

Nim: 10535 5711 13

## APPENDIX C

### TEACHING MATERIAL

#### First Meeting

##### Snake in the Bath

How would you like to find a snake in your bath? A nasty one too!

We had just moved into a new house, which had been empty for so long that everything was in a terrible mess. Anna and I decided we would clean the bath first, so we set to, and turned on the tap.

Suddenly to my horror, a snake's head appeared in the plug-hole. Then out slithered the rest of his long thin body. He twisted and turned on the slippery bottom of the bath, spitting and hissing at us.

For an instant I stood there quite paralyzed. Then I yelled for my husband, who luckily came running and killed the snake with the handle of a broom. Anna, who was only there at the time, was quite interested in the whole business. Indeed I had to pull her out of the way or she'd probably have leant over the bath to get a better look!

Ever since then I've always put the plug in firmly before running the bath water.

## **TEACHING MATERIAL**

### **Second Meeting**

#### **Donkey in the well**

One day a farmer's donkey fell down into a well. The animal cried piteously for hours as the farmer tried to figure out what to do. Finally he decided the animal was old and the well needed to be covered up anyway, it just wasn't worth it to retrieve the donkey.

He invited all his neighbors to come over and help him. They all grabbed a shovel and began to shovel dirt into the well. At first, the donkey realized what was happening and cried horribly. Then, to everyone's amazement, he quieted down.

A few shovel loads later, the farmer finally looked down the well and was astonished at what he saw. With every shovel of dirt that hit his back, the donkey was doing something amazing. He would shake it off and take a step up.

As the farmer's neighbors continued to shovel dirt on top of the animal, he would shake it off and take a step up. Pretty soon, everyone was amazed as the donkey stepped up over the edge of the well and trotted off!

Life is going to shovel dirt on you, all kinds of dirt. The trick to getting out of the well is to shake it off and take a step up. Each of our troubles is a stepping-stone. We can get out of the deepest wells just by not stopping, never giving up! Shake it off and take a step up!

## TEACHING MATERIAL

### Third Meeting

#### A BIG LIE

Nasreddin lived in a quite big village. He had some neighbors. Some of them were poor, and some others were rich. There was one very rich neighbor who seldom talked to the people in the neighborhood. Every time he invited people, he always invited only rich people that no one in his neighborhood knew. So it was a very big surprise for Nasreddin that one day, he got invited by that rich man.

The day when he had to come to his wealthy neighbor's house came, Nasreddin prepared everything. He chose the best outfit and dressed up well and rode his mule happily towards the house.

"I must be very lucky," he said to himself.

Finally, he arrived at the rich man's house and knocked at the door. While waiting for someone to open the door, he looked around. When looking around the house, he found that the house had a lot of big windows.

"I am sorry, my father isn't at home," someone said. Apparently it was the rich man's son who opened the door.

However, Nasreddin had seen his father sitting by the window, peeping him. He was really angry to be invited only to be turned down at the door with such a big lie.

"Kid, listen to me! Tell your father, every time he goes out, he should go with his head, not leaving his head by the window. Is that clear?" Nasreddin replied.

**Answer the question below!**

1. Find out the main idea of each paragraph!
2. Why the sons lie to Nasreddin?
3. Who is the arrogant character of the text and explain it?
4. How is the end of the story?
5. Write the conclusion of the text above!

## **TEACHING MATERIAL**

### **Fourth Meeting**

#### **The Monkey and the Crocodile**

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agree and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again."

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank."

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree.

"Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free and I have my heart."

## TEACHING MATERIAL

### Fifth Meeting

#### Waiting for Bus Line 54

An innocent girl first visited the city of Washington, DC. He was anxious to visit a place in the city. Not knowing the exact direction, he then asked a policeman nearby.

"Excuse me sir," said the girl, "I want to go to the 'Capitol Building', how I do?" The policeman kindly said, "You wait here and wait for bus number 54 and the bus will take you straight up to 'Capitol Building'."

"The girl immediately thanks for the policeman and the policeman left.

Three hours later the policeman returned to his post and found that the girl was still standing in the same place.

The policeman immediately approached the girl and said, "Excuse me Miss, but to get to the 'Capitol Building' you have to take bus number 54. I already said it three hours ago is not it? Why are you still waiting here? "

The girl replied innocently, "Do not worry sir, it's not that long ... just the 45th bus is over, so it's still 9 bus!"

#### Answer the question below!

1. Find out the main idea of each paragraph!
2. Why the girl still waiting for the bus?
3. Who is the good character of the text? Explain it!
4. How is the end of the story?
5. Write the conclusion of the text above!

## TEACHING MATERIAL

### Sixth meeting

#### PAK RADEN

One day, Pak Raden was on the roof of his house. He was mending a hole in the tiles. He had almost finished mending, and he was very pleased with his work. Suddenly he heard a voice below call him, "Hello". Then Pak Raden looked down, he saw an old man with a dirty clothes standing.

"What do you want from me?" Pak Raden asked him.

"Come down and I will tell you what I want", the man replied.

Pak Raden fell annoyed, but he was a polite person, so he put down his equipment and climbed down carefully to the ground.

"What do you want?" Pak Raden asked again when he reached the ground.

"Could you give a little money for an old beggar like me?" asked the beggar.

Pak Raden thought for a second. The he said, "Come with me". He began climbing the ladder again. The beggar followed him to the top. When they were reaching and sitting on the roof, Raden turned to the beggar.

"No". Pak Raden said.

#### Answer the question below!

1. Find out the main idea of each paragraph!
2. Why Pak Raden put down his equipment and climbed down?
3. Who is the good character of the text? Explain it!
4. How is the end of the story?
5. Write the conclusion of the text above!

## APPENDIX D

### POST-TEST

#### **Keterangan:**

Test ini bertujuan untuk mengetahui sejauhmana kemampuan anda sebagai siswa dalam memahami isi bacaan, tes ini akan mempengaruhi nilai anda. Untuk itu diminta agar memberikan jawaban sesuai kemampuan yang anda miliki. Sehingga diperoleh hasil yang objektif.

#### **Book Tickets ata Station**

One day a traveler bought a ticket at train station. He booked a ticket at a booth which is manned by a new employee. "I want to buy a one ticket" pleaded the travelers. "Where do you want to go?" asked the new employees. "I want to go to Morrow!" he replied. "Sorry sir we do not sell that ticket!" said the new employees. "Why do you not sell it?" The traveler asked again. "Yeah we do not sell that ticket sir!" the employee said. "Are the tickets already sold out?" asked the travelers curiously. The employee remained saying they did not sell the ticket.

The traveler was becoming angry. "If the ticket does not run out, why do not you sell it?" snapped the travelers. Then the debate increasingly heated up so that another employee came. "Sorry sir why are you angry?" asked another employee. "I want to buy a ticket to Morrow but he did not give it to me!" replied the travelers. Then he asked him, "Why do not you give it?" "He wants a ticket for tomorrow while we sell tickets for today!" replied the new employee. Then his friend laughed, "hahahahaaaa He is not buying a ticket for tomorrow, but ticket to Morrow city!" Then the new employee was embarrassed and apologized to the traveler.

#### **Answer the question below!**

1. Find out the main idea of each paragraph!
2. Why the traveler was angry?
3. Who is the good character of the text? Explain it!
4. How is the end of the story?
5. Write the conclusion of the text above!

## KUNCI JAWABAN

### Post-Test

| NO | KUNCI   | SKOR |
|----|---|------|
| 1  | <ul style="list-style-type: none"><li>- The discussion of traveler and new employee about the ticket.</li><li>- The new employees miss understanding</li></ul>  | 4    |
| 2  | <ul style="list-style-type: none"><li>- Because the new employees did not want to give a ticket for traveler.</li></ul>   | 4    |
| 3  | <p>Another employee, because he became mediator between traveler and the new employee.</p>  | 4    |
| 4  | <ul style="list-style-type: none"><li>- Should be careful in the work</li><li>- Must be patient in any case</li><li>- when you ask and answer something, you must give information clearly</li></ul>      | 4    |
| 5  | <p>A traveler wanted to buy ticket to Morrow but the new employee miss understand and there was discussion between them. The discussion was end when the other employees came and explain it clearly.</p> | 4    |

**APPENDIX E**

**QUESTIONNAIRE TEST**

**A. Identitas Response**

Name : .....  
No absent : .....  
Class : .....  
Date : .....

**Motivations for Reading Questionnaire**

We are interested in your reading.

The sentences tell how some students feel about reading. Read to each sentence and decide whether it talks about a person who is like you or different from you. There is no right or wrong answers. We only want to know how you feel about reading.

For many of the statements, you should think about the kinds of things you read in your class.

Here are some ones to try before we start on the ones about reading:

| No | Statement        | Very different for me (1) | A little different for me (2) | A little like me (3) | A lot like me (4) |
|----|------------------|---------------------------|-------------------------------|----------------------|-------------------|
| 1  | I like ice cream |                           |                               |                      |                   |
| 2  | I like spinach   |                           |                               |                      |                   |

Note :

- If the statement is **very different from you**, circle a 1.
- If the statement is **a little different from you**, circle a 2.
- If the statement is **a little like you**, circle a 3.
- If the statement is **a lot like you**, circle a 4.

| No | Statement  | Very different for me<br>(1) | A little different for me<br>(2) | A little like me<br>(3) | A lot like me<br>(4) |
|----|--|------------------------------|----------------------------------|-------------------------|----------------------|
| 1  | I like being the best at reading.  |                              |                                  |                         |                      |
| 2  | I like it when the questions in books make me think.                       |                              |                                  |                         |                      |
| 3  | I read to improve my grades.   |                              |                                  |                         |                      |
| 4  | If the teacher discusses something interesting I might read more about it. |                              |                                  |                         |                      |
| 5  | I like hard, challenging books.  |                              |                                  |                         |                      |
| 6  | I enjoy a long, involved story or fiction book.                            |                              |                                  |                         |                      |
| 7  | I know that I will do well in reading next year.                           |                              |                                  |                         |                      |
| 8  | If a book is interesting I don't care how hard it is to read.              |                              |                                  |                         |                      |
| 9  | I try to get more answers right than my friends.                           |                              |                                  |                         |                      |
| 10 | I have favorite subjects that I like to read about.                        |                              |                                  |                         |                      |
| 11 | I visit the library often with my family.                                  |                              |                                  |                         |                      |
| 12 | I make pictures in my mind when I read.                                    |                              |                                  |                         |                      |
| 13 | I don't like reading something when the words are too difficult.           |                              |                                  |                         |                      |
| 14 | I enjoy reading books about people in different countries.                 |                              |                                  |                         |                      |
| 15 | I am a good reader.  |                              |                                  |                         |                      |
| 16 | I usually learn difficult things by reading.                               |                              |                                  |                         |                      |
| 17 | It is very important to me to be a good reader.                            |                              |                                  |                         |                      |
| 18 | My parents often tell me what a good job I am doing in reading.            |                              |                                  |                         |                      |
| 19 | I read to learn new information about topics that interest me.             |                              |                                  |                         |                      |
| 20 | If the project is interesting, I can read difficult material.              |                              |                                  |                         |                      |

|    |  |  |  |  |  |
|----|--|--|--|--|--|
| 21 | I learn more from reading than most students in the class.                             |  |  |  |  |
| 22 | I read stories about fantasy and make believe.   |  |  |  |  |
| 23 | I read because I have to.  |  |  |  |  |
| 24 | I don't like vocabulary questions.   |  |  |  |  |
| 25 | I like to read about new things.   |  |  |  |  |
| 26 | I often read to my brother or my sister.   |  |  |  |  |
| 27 | In comparison to other activities I do, it is very important to me to be a goodreader. |  |  |  |  |
| 28 | I like having the teacher say I read well.   |  |  |  |  |
| 29 | I read about my hobbies to learn more about them.                                      |  |  |  |  |
| 30 | I like mysteries.  |  |  |  |  |
| 31 | My friends and I like to trade things to read.   |  |  |  |  |
| 32 | Complicated stories are no fun to read.  |  |  |  |  |
| 33 | I read a lot of adventure stories.   |  |  |  |  |
| 34 | I do as little schoolwork as possible in reading.                                      |  |  |  |  |
| 35 | I feel like I make friends with people in good books.                                  |  |  |  |  |
| 36 | Finishing every reading assignment is very important to me.                            |  |  |  |  |
| 37 | My friends sometimes tell me I am a good reader.                                       |  |  |  |  |
| 38 | Grades are a good way to see how well you are doing in reading.                        |  |  |  |  |
| 39 | I like to help my friends with their schoolwork in reading.                            |  |  |  |  |
| 40 | I don't like it when there are too many people in the story.                           |  |  |  |  |
| 41 | I am willing to work hard to read better than my friends.                              |  |  |  |  |
| 42 | I sometimes read to my parents.  |  |  |  |  |
| 43 | I like to get compliments for my reading.  |  |  |  |  |

|    |   |  |  |  |  |
|----|---|--|--|--|--|
| 44 | It is important for me to see my name on a list of good readers.    |  |  |  |  |
| 45 | I talk to my friends about what I am reading.                       |  |  |  |  |
| 46 | I always try to finish my reading on time.                          |  |  |  |  |
| 47 | I am happy when someone recognizes my reading.                      |  |  |  |  |
| 48 | I like to tell my family about what I am reading.                   |  |  |  |  |
| 49 | I like being the only one who knows an answer in something we read. |  |  |  |  |
| 50 | I look forward to finding out my reading grade.                     |  |  |  |  |
| 51 | I always do my reading work exactly as the teacher wants it.        |  |  |  |  |
| 52 | I like to finish my reading before other students.                  |  |  |  |  |
| 53 | My parents ask me about my reading grade.                           |  |  |  |  |

## QUASTIONER TEST

### B. Identitas Response

Name : .....

No absen : .....

kelas : .....

hari/tanggal : .....

### Kuesioner Motivasi Membaca

Kami tertarik dengan kemampuan membaca Anda.

Kalimat tersebut menceritakan bagaimana merasakan siswa tentang reading. baca setiap kalimat dan putuskan apakah itu berbicara tentang seseorang yang seperti Anda atau berbeda dari Anda. Tidak ada jawaban benar atau salah. Kami hanya ingin tahu bagaimana perasaan Anda tentang membaca.

Bagi banyak pernyataan, Anda harus memikirkan hal-hal yang Anda baca di kelas Anda.

Berikut adalah beberapa latihan sebelum kita mulai membaca tentang:

| No | Pernyataan          | Sangat berbeda dengan saya<br>(1) | Sedikit berbeda dengan saya<br>(2) | Sedikit seperti saya<br>(3) | Sangat mirip dengan saya<br>(4) |
|----|---------------------|-----------------------------------|------------------------------------|-----------------------------|---------------------------------|
| 1  | Saya suka ice cream |                                   |                                    |                             |                                 |
| 2  | Saya suka bayam     |                                   |                                    |                             |                                 |

Catatan:

Jika pernyataannya sangat berbeda dari Anda, check list 1

Jika pernyataan itu sedikit berbeda dari Anda, check list 2.

Jika pernyataan itu sedikit seperti Anda, check list 3.

Jika pernyataan itu sangat mirip dengan Anda, check list 4

| No | Pernyataan  | Sangat berbeda dengan saya<br>(1) | Sedikit berbeda dengan saya<br>(2) | Sedikit seperti saya<br>(3) | Sangat mirip dengan saya<br>(4) |
|----|---|-----------------------------------|------------------------------------|-----------------------------|---------------------------------|
| 1  | saya suka menjadi yang terbaik dalam memabca  |                                   |                                    |                             |                                 |
| 2  | Saya suka saat pertanyaan di buku yang membuat saya berpikir                          |                                   |                                    |                             |                                 |
| 3  | Saya membaca untuk memperbaiki nilai saya.  |                                   |                                    |                             |                                 |
| 4  | Jika guru membahas sesuatu yang menarik, saya bisa membaca lebih banyak tentangnya.   |                                   |                                    |                             |                                 |
| 5  | Saya suka buku yang keras dan menantang.  |                                   |                                    |                             |                                 |
| 6  | Saya menikmati buku cerita atau fiksi yang panjang dan tersirat.                      |                                   |                                    |                             |                                 |
| 7  | Saya tahu bahwa saya akan berhasil membaca tahun depan.                               |                                   |                                    |                             |                                 |
| 8  | Jika ada sebuah buku yang menarik, saya tidak peduli betapa sulitnya membaca.         |                                   |                                    |                             |                                 |
| 9  | Saya mencoba untuk mendapatkan lebih banyak jawaban yang benar dari teman-teman saya. |                                   |                                    |                             |                                 |
| 10 | Saya memiliki topik favorit yang ingin saya baca.                                     |                                   |                                    |                             |                                 |
| 11 | Saya sering mengunjungi perpustakaan bersama keluarga saya.                           |                                   |                                    |                             |                                 |
| 12 | Saya membuat gambaran dalam pikiran saya ketika saya membaca.                         |                                   |                                    |                             |                                 |
| 13 | Saya tidak suka membaca sesuatu saat kata-kata itu terlalu sulit                      |                                   |                                    |                             |                                 |

|    |  |  |  |  |  |
|----|--|--|--|--|--|
| 14 | Saya menikmati membaca buku tentang orang-orang di berbagai negara.  |  |  |  |  |
| 15 | Saya adalah pembaca yang baik.   |  |  |  |  |
| 16 | Saya biasanya belajar hal-hal yang sulit dengan membaca.   |  |  |  |  |
| 17 | Sangat penting bagi saya untuk menjadi pembaca yang baik.  |  |  |  |  |
| 18 | Orang tua saya sering mengatakan kepada saya apa pekerjaan bagus yang sedang saya lakukan saat membaca.                |  |  |  |  |
| 19 | Saya membaca untuk mempelajari informasi baru tentang topik yang menarik minat saya.                                   |  |  |  |  |
| 20 | Jika proyeknya menarik, saya bisa membaca materi yang sulit.   |  |  |  |  |
| 21 | Saya belajar lebih banyak dari membaca daripada kebanyakan siswa di kelas.   |  |  |  |  |
| 22 | Saya membaca cerita tentang fantasi dan percaya.   |  |  |  |  |
| 23 | Saya membaca karena saya harus melakukannya.   |  |  |  |  |
| 24 | Saya tidak suka pertanyaan kosa kata.  |  |  |  |  |
| 25 | Saya suka membaca tentang hal baru.  |  |  |  |  |
| 26 | Saya sering membaca bersama saudara laki-laki atau saudara perempuan saya  |  |  |  |  |
| 27 | Dibandingkan dengan kegiatan lain yang saya lakukan, sangat penting bagi saya untuk menjadi seorang pembaca yang baik. |  |  |  |  |
| 28 | Saya suka gurunya mengatakan bahwa saya membaca dengan baik.   |  |  |  |  |

|    |  |  |  |  |  |
|----|--|--|--|--|--|
| 29 | Saya membaca tentang hobi saya untuk belajar lebih banyak tentang mereka.                |  |  |  |  |
| 30 | Saya suka misteri.   |  |  |  |  |
| 31 | Teman-teman saya dan saya suka menukar barang untuk dibaca.                              |  |  |  |  |
| 32 | Cerita yang rumit tidak menyenangkan untuk dibaca.                                       |  |  |  |  |
| 33 | Saya banyak membaca cerita petualangan.  |  |  |  |  |
| 34 | Saya melakukan sedikit tugas sekolah dalam membaca.                                      |  |  |  |  |
| 35 | Saya merasa seperti berteman dengan orang-orang dalam buku-buku yang bagus.              |  |  |  |  |
| 36 | Menyelesaikan setiap tugas membaca sangat penting bagi saya.                             |  |  |  |  |
| 37 | Teman-teman saya kadang-kadang mengatakan bahwa saya adalah pembaca yang baik.           |  |  |  |  |
| 38 | Kelas adalah cara yang baik untuk melihat seberapa baik yang Anda lakukan dalam membaca. |  |  |  |  |
| 39 | Saya ingin membantu teman-teman saya membaca buku sekolah mereka.                        |  |  |  |  |
| 40 | Saya tidak suka bila ada terlalu banyak orang dalam cerita.                              |  |  |  |  |
| 41 | Saya bersedia bekerja keras untuk membaca lebih baik dari teman-teman saya.              |  |  |  |  |
| 42 | Kadang saya membaca bersama orang tua saya.  |  |  |  |  |
| 43 | Saya ingin mendapatkan pujian untuk bacaan saya.   |  |  |  |  |
| 44 | Penting bagi saya untuk melihat nama saya di daftar pembaca yang baik.                   |  |  |  |  |

|    |  |  |  |  |  |
|----|--|--|--|--|--|
| 45 | Saya berbicara dengan teman-teman saya tentang apa yang saya baca.             |  |  |  |  |
| 46 | Saya selalu berusaha menyelesaikan bacaan saya tepat waktu.                    |  |  |  |  |
| 47 | Saya senang saat seseorang mengenali bacaan saya.                              |  |  |  |  |
| 48 | Saya ingin memberitahu keluarga saya tentang apa yang saya baca                |  |  |  |  |
| 49 | Saya suka menjadi satu-satunya yang tahu jawaban dalam sesuatu yang kita baca. |  |  |  |  |
| 50 | Saya berharap bisa menemukan nilai membaca saya.                               |  |  |  |  |
| 51 | Saya selalu mengerjakan bacaan saya persis seperti yang diinginkan guru.       |  |  |  |  |
| 52 | Saya ingin menyelesaikan pembacaan saya di depan siswa lain.                   |  |  |  |  |
| 53 | Orang tua saya bertanya kepada saya tentang nilai membaca saya.                |  |  |  |  |

**APPENDIX F****Appendix F.1****The List Name Students' of Class XI TKJ (Teknik Komputer dan jaringan)****SMK Negeri 6 Bulukumba**

| <b>NO</b> | <b>SAMPLE</b>         | <b>CODE</b> |
|-----------|-----------------------|-------------|
| 1         | ANANDA RESTU PRADITA  | S-1         |
| 2         | ARYA IRFAN GUNAWAN    | S-2         |
| 3         | ASKAR RAKSANJANI      | S-3         |
| 4         | DANI MALIK            | S-4         |
| 5         | HAIRIL NURHIDAYAT     | S-5         |
| 6         | INDRA GUNAWAN         | S-6         |
| 7         | INDRIYANI             | S-7         |
| 8         | ISRA WAHYUDI          | S-8         |
| 9         | JUSRINA               | S-9         |
| 10        | MUSNADIL              | S-10        |
| 11        | MUSVIRA NIAR          | S-11        |
| 12        | MISDAWATI             | S-12        |
| 13        | RICKY ANGGA D.S       | S-13        |
| 14        | RISMA                 | S-14        |
| 15        | RISMAYAN              | S-15        |
| 16        | ELZA ALIFIYA SYAKINAH | S-16        |
| 17        | ASTIANI NOVITA        | S-17        |

## Appendix F.2

### The Result of Students' Pre-test in Literal Comprehension in term of Main Idea and Interpretive Comprehension in term of Conclusion

| No   | Sample | Pre-test    |             | Mean Score                            | Classifying |
|--|--------|-------------|-------------|---------------------------------------|-------------|
|  |        | Main Idea   | Conclusion  |                                       |             |
| 1  | S-1    | 5           | 5           | 5                                     | poor        |
| 2  | S-2    | 7.5         | 7.5         | 7.5                                   | fairly good |
| 3  | S-3    | 5           | 7.5         | 6.25                                  | fairly      |
| 4  | S-4    | 2.5         | 2.5         | 2.5                                   | very poor   |
| 5  | S-5    | 5           | 5           | 5                                     | poor        |
| 6  | S-6    | 2.5         | 5           | 3.75                                  | poor        |
| 7  | S-7    | 7.5         | 7.5         | 7.5                                   | fairly      |
| 8  | S-8    | 7.5         | 10          | 8.75                                  | very good   |
| 9  | S-9    | 5           | 2.5         | 3.75                                  | poor        |
| 10   | S-10   | 5           | 5           | 5                                     | poor        |
| 11   | S-11   | 5           | 7.5         | 6.25                                  | fairly      |
| 12   | S-12   | 5           | 7.5         | 6.25                                  | fairly      |
| 13   | S-13   | 2.5         | 2.5         | 2.5                                   | very poor   |
| 14   | S-14   | 5           | 5           | 5                                     | poor        |
| 15   | S-15   | 5           | 7.5         | 6.25                                  | fairly      |
| 16   | S-16   | 7.5         | 5           | 6.25                                  | fairly      |
| 17   | S-17   | 5           | 5           | 5                                     | poor        |
| <b>Total Score<br/>(<math>\Sigma</math>)</b> |        | <b>87.5</b> | <b>97.5</b> | <b><math>\Sigma X_1 = 92.5</math></b> |             |
| <b>Mean Score<br/>(<math>\bar{X}</math>)</b> |        | <b>5.14</b> | <b>5.73</b> | <b>5.44</b>                           |             |

### Appendix F.3

#### The Result of Students' Post-test in Literal Comprehension in term of Main Idea and Interpretive Comprehension in term of Conclusion

| No   | Sample | Pre-test    |             | Mean Score                                 | Classifying |
|--|--------|-------------|-------------|--|-------------|
|  |        | Main Idea   | Conclusion  |  |             |
| 1  | S-1    | 7.5         | 7.5         | 7.5  | fairly good |
| 2  | S-2    | 10          | 7.5         | 8.75                                       | very good   |
| 3  | S-3    | 7.5         | 7.5         | 7.5  | fairly good |
| 4  | S-4    | 5           | 5           | 5  | poor        |
| 5  | S-5    | 7.5         | 7.5         | 7.5  | fairly      |
| 6  | S-6    | 7.5         | 10          | 8.75                                       | very good   |
| 7  | S-7    | 10          | 7.5         | 8.75                                       | very good   |
| 8  | S-8    | 10          | 10          | 10   | excellent   |
| 9  | S-9    | 7.5         | 5           | 6.25                                       | fairly      |
| 10   | S-10   | 7.5         | 7.5         | 7.5  | fairly good |
| 11   | S-11   | 5           | 10          | 7.5  | fairly good |
| 12   | S-12   | 7.5         | 7.5         | 7.5  | fairly good |
| 13   | S-13   | 5           | 5           | 5  | poor        |
| 14   | S-14   | 7.5         | 7.5         | 7.5  | fairly good |
| 15   | S-15   | 10          | 7.5         | 8.75                                       | very good   |
| 16   | S-16   | 7.5         | 7.5         | 7.5  | fairly good |
| 17   | S-17   | 7.5         | 5           | 6.25                                       | fairly      |
| <b>Total Score<br/>(<math>\Sigma</math>)</b> |        | <b>130</b>  | <b>125</b>  | <b><math>\Sigma X_2 =</math><br/>127.5</b> |             |
| <b>Mean Score<br/>(<math>\bar{X}</math>)</b> |        | <b>7.64</b> | <b>7.35</b> | <b>7.5</b>                                 |             |

### Appendix F.4

#### The Students' Score in Pre Test and Post Test

| No   | Sample | Pre Test<br>( $X_1$ )                 | Post Test<br>( $X_2$ )                 | D ( $X_2 - X_1$ )<br>$X_2 - X_1$  | $D^2$                                 |
|--|--------|---------------------------------------|--|-----------------------------------|---------------------------------------|
| 1  | S-1    | 5                                     | 7.5                                    | 2.5                               | 6.25                                  |
| 2  | S-2    | 7.5                                   | 8.75                                   | 1.25                              | 1.6                                   |
| 3  | S-3    | 6.25                                  | 7.5                                    | 1.25                              | 1.6                                   |
| 4  | S-4    | 2.5                                   | 5                                      | 2.5                               | 6.25                                  |
| 5  | S-5    | 5                                     | 7.5                                    | 2.5                               | 6.25                                  |
| 6  | S-6    | 3.75                                  | 8.75                                   | 5                                 | 25                                    |
| 7  | S-7    | 7.5                                   | 8.75                                   | 1.25                              | 1.6                                   |
| 8  | S-8    | 8.75                                  | 10                                     | 1.25                              | 1.6                                   |
| 9  | S-9    | 3.75                                  | 6.25                                   | 2.5                               | 6.25                                  |
| 10   | S-10   | 5                                     | 7.5                                    | 2.5                               | 6.25                                  |
| 11   | S-11   | 6.25                                  | 7.5                                    | 1.25                              | 1.6                                   |
| 12   | S-12   | 6.25                                  | 7.5                                    | 1.25                              | 1.6                                   |
| 13   | S-13   | 2.5                                   | 5                                      | 2.5                               | 6.25                                  |
| 14   | S-14   | 5                                     | 7.5                                    | 2.5                               | 6.25                                  |
| 15   | S-15   | 6.25                                  | 8.75                                   | 2.5                               | 6.25                                  |
| 16   | S-16   | 6.25                                  | 7.5                                    | 1.25                              | 1.6                                   |
| 17   | S-17   | 5                                     | 6.25                                   | 1.25                              | 1.6                                   |
| <b>Total Score<br/>(<math>\Sigma</math>)</b> |        | <b><math>\Sigma X_1 = 92.5</math></b> | <b><math>\Sigma X_2 = 127.5</math></b> | <b><math>\Sigma D = 35</math></b> | <b><math>\Sigma D^2 = 87.8</math></b> |
| <b>Mean Score<br/>(<math>\bar{X}</math>)</b> |        | <b>5.44</b>                           | <b>7.5</b>                             |                                   |                                       |

## Appendix F.5

### Mean Score of Pre Test and Post Test

#### 1. Mean Score of the Students' Literal in term of main idea and Interpretive Comprehension in term of Conclusion

##### Pre Test

$$X = \frac{\sum X_1}{N}$$

$$X = \frac{92.5}{17}$$

$$X = 5.44$$

##### Post Test

$$X = \frac{\sum X_2}{N}$$

$$X = \frac{127.5}{17}$$

$$X = 7.5$$

## Appendix F.6

### The Percentage of the Enhancement of Students' Pre Test and Post Test

#### 1. The Enhancement of the Students' Literal and Interpretive Reading Comprehension

$$P = \frac{X2 - X1}{X1} \times 100$$

$$P = \frac{127.5 - 92.5}{92.5} \times 100$$

$$P = \frac{35}{92.5} \times 100$$

$$P = \frac{3500}{92,5}$$

$$P = 37.83 \%$$

## Appendix F.7

### Test of Significance Difference of Students' Score between the Score of the Pre Test and Post Test

#### 1. T-test

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \quad \text{Where } D = \frac{\sum D}{N} = \frac{35}{17} = 2.05$$

$$t = \frac{2.05}{\sqrt{\frac{87.8 - \frac{(35)^2}{17}}{17(17-1)}}$$

$$t = \frac{2.05}{\sqrt{\frac{87.8 - \frac{1225}{17}}{17(16)}}$$

$$t = \frac{2.05}{\sqrt{\frac{87.8 - 72.05}{272}}}$$

$$t = \frac{2.05}{\sqrt{\frac{15.75}{272}}}$$

$$t = \frac{2.05}{\sqrt{0.05}}$$

$$t = \frac{2.05}{0.22}$$

$$t = 9.31$$

#### 2. T-table

Level of Significance ( $p$ ) = 0.5

Degree of Freedom (df) =  $N-1 = 17-1 = 16$

T-table = 2.120

## APPENDIX G

**The Students' Score in Motivation Questionnaire**

| No | Types                      | Number Item          | very different from me<br>(1) | a little different from me<br>(2) | a little like me<br>(3) | a lot like me<br>(4) | Total | Mean Score |
|----|----------------------------|----------------------|-------------------------------|-----------------------------------|-------------------------|----------------------|-------|------------|
| 1  | Reading Efficacy           | 7,15,21              | 15                            | 26                                | 48                      | 28                   | 117   | 39         |
| 2  | Reading Challenge          | 2,5,8,16,20          | 10                            | 56                                | 102                     | 52                   | 220   | 44         |
| 3  | Reading Curiosity          | 4,10,14,19,25,29     | 8                             | 54                                | 88                      | 184                  | 334   | 55.7       |
| 4  | Reading Involvement        | 6,12,22,30,33,35     | 16                            | 60                                | 111                     | 72                   | 259   | 43.14      |
| 5  | Importance of Reading      | 17,27                | 3                             | 18                                | 42                      | 32                   | 95    | 47.5       |
| 6  | Reading Work Avoidance     | 13,24,32,40          | 17                            | 52                                | 51                      | 32                   | 152   | 38         |
| 7  | Competition in Reading     | 1,9,41,44,49,52      | 15                            | 50                                | 132                     | 64                   | 261   | 65.25      |
| 8  | Recognition for Reading    | 18,28,37,43,47       | 19                            | 40                                | 87                      | 68                   | 214   | 42.5       |
| 9  | Reading for Grades         | 3,38,50,53           | 19                            | 24                                | 54                      | 76                   | 173   | 43.25      |
| 10 | Social Reasons for Reading | 11,26,31,39,42,45,48 | 46                            | 70                                | 66                      | 36                   | 218   | 31.14      |
| 11 | Compliance                 | 23,34,36,46,51       | 14                            | 44                                | 114                     | 44                   | 216   | 43.2       |

**APPENDIX H****Distribution of T-table**

| <i>df</i> | <i>Probability (p)</i> |              |            |              |
|-----------|------------------------|--------------|------------|--------------|
|           | <b>0.10</b>            | <b>0.5</b>   | <b>0.1</b> | <b>0.001</b> |
| 1         | 6.314                  | 12.706       | 63.657     | 636.619      |
| 2         | 2.920                  | 4.303        | 9.925      | 31.598       |
| 3         | 2.353                  | 3.182        | 5.841      | 12.941       |
| 4         | 2.132                  | 2.776        | 4.604      | 8.610        |
| 5         | 2.015                  | 2.571        | 4.032      | 6.859        |
| 6         | 1.943                  | 2.447        | 3.707      | 5.959        |
| 7         | 1.895                  | 2.365        | 3.499      | 5.405        |
| 8         | 1.860                  | 2.306        | 3.355      | 5.041        |
| 9         | 1.833                  | 2.262        | 3.250      | 4.781        |
| 10        | 1.812                  | 2.228        | 3.169      | 4.587        |
| 11        | 1.796                  | 2.201        | 3.106      | 4.437        |
| 12        | 1.782                  | 2.179        | 3.055      | 4.318        |
| 13        | 1.771                  | 2.160        | 3.012      | 4.221        |
| 14        | 1.761                  | 2.145        | 2.977      | 4.140        |
| 15        | 1.753                  | 2.131        | 2.947      | 4.073        |
| <b>16</b> | 1.746                  | <b>2.120</b> | 2.921      | 4.015        |
| 17        | 1.740                  | 2.110        | 2.898      | 3.965        |
| 18        | 1.734                  | 2.101        | 2.878      | 3.922        |
| 19        | 1.729                  | 2.093        | 2.861      | 3.883        |
| 20        | 1.725                  | 2.086        | 2.845      | 3.850        |
| 21        | 1.721                  | 2.080        | 2.831      | 3.819        |
| 22        | 1.717                  | 2.074        | 2.819      | 3.792        |
| 23        | 1.714                  | 2.069        | 2.807      | 3.767        |
| 24        | 1.711                  | 2.064        | 2.797      | 3.745        |
| 25        | 1.708                  | 2.060        | 2.787      | 3.725        |
| 26        | 1.706                  | 2.056        | 2.779      | 3.707        |
| 27        | 1.703                  | 2.052        | 2.771      | 3.690        |
| 28        | 1.701                  | 2.048        | 2.763      | 3.674        |
| 29        | 1.699                  | 2.045        | 2.756      | 3.659        |
| 30        | 1.697                  | 2.042        | 2.750      | 3.646        |
| 40        | 1.684                  | 2.021        | 2.704      | 3.551        |
| 60        | 1.671                  | 2.000        | 2.660      | 3.460        |
| 120       | 1.658                  | 1.980        | 2.617      | 3.373        |
| $\infty$  | 1.645                  | 1.960        | 2.576      | 3.291        |

(Gay,1981)



Picture 1. Students and Teacher of Class TKJ XI



Picture 2. Giving Pre-test for the Students'



Picture 3. Learning Process (Treatment)



Picture 4. Learning Process (Treatment)



Picture 5. Learning Process (Treatment)



Picture 6. Giving Post-test and Questionnaire Test for the Students'

## CURRICULUM VITAE



**Surni Eryana**, Was born on July 14<sup>th</sup>, 1995 in Tarampang Bulukumba regency. She is only child of Sudirman and Ranatuan.

In 2001 the researcher resisted as a student of elementary school in SDN 160 Tarampang in Bulukumba regency and graduate in 2007. The next in the same year the researcher registered in junior high school as a student in SMP Negeri 32 Bulukumba and Graguated in 2010. Then the researcher resisted to the vocational school, at SMK Negeri 6 Bulukumba and graduate 2013. In 2013 the researcher resisted to study of English Department in Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis with the title *“Enhancing Students’ Achievement and Motivation toward Reading Comprehension by using humor story (A Pre-Experimental research at the eleventh grade of SMK Negeri 6 Bulukumba).*