USING HUMOROUS STORIES TO INCREASE STUDENTS'

READING COMPREHENSION

(Pre Experimental Research at the First Grade in SMAN 1 Enrekang)

A THESIS

By

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2017

"Practice the pause.

When in doubt, pause. When angry, pause. When tired, pause. When stressed, pause. And when you pause,

Pray"

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Judul Skripsi: **Using Humorous Stories to Increase Students' Reading Comprehension (Pre Experimental Research at the Second Grade in SMAN1 Enrekang)**

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ABSTRACT

NASRAH.2013. *Using Humorous Stories to Increase Students' Reading Comprehension (Pre Experimental Research at the First Grade in SMAN 1 Enrekang) . A Thesis, the English Education Department of Faculty of Teachers Training and Education. Advisor: 1. Dr. Ratna dewi, S.S.,M.Hum 2. Saiful, S.Pd., M.P.d*

This research aimed to explain the increasing of the students' reading comprehension in terms of literal comprehension dealing with main ideas and interpretive comprehension dealing with conclusion.

The researcher used pre experimental study research. . The location of this research was taken at the first second students of SMAN 1 Enrekang with a number of the subject were 30 students.

The research findings indicated that the application of humor stories was significant in improving the students' reading comprehension in terms of literal comprehension and interpretive comprehension. It was proved by the mean score of literal comprehension in pre test was 75.5 and the post test was 79.33. It was classified as fair then improved to be 51%, and in interpretative comprehension in pre test was 58 and in post test was 88.16 and the improvement was 52% categorized good. therefore there was the improvement of the students' reading comprehension in terms of literal comprehension dealing with main ideas and interpretive comprehension dealing with conclusion.

Keywords: humorous, reading comprehension, main idea

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In writing this thesis the writer found many difficulties, so the writer realized that the thesis has a lot of mistakes and weakness. In order to become perfect, the writer needs correction and suggestion. The writer would like to say thank you very much for the people who gave spirit, advice, suggestion, and helping to the write as follows:

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The Writer

NASRAH

LIST OF CONTENTS

LIST OF TABLE

LIST OF GRAPHIC

LIST OF APPENDIX

CHAPTER 1

INTRODUCTION

A. Background

Being successful in learning and teaching English was the dominant factor that the English teacher should pay attention to, especially in teaching reading. In the context of teaching English, it seemed reading was more difficult than other skills of English. Those were caused by some reasons, such as: reading skill needed learners' knowledge of grammar, and vocabulary. In addition the reader needs knowledge in understand the words in sentence and paragraph in a textSceiner (2004:14).

A central issue in reading was students hard to comprehend the English reading text, in comprehend in the text, the students had to able to establish the main idea and detail information was support which of the idea in the paragraph. When the students understand about them, they have to understand how a text is organized because to comprehend the written words, the students must be able to understand what the writer has organized the ideas and how the ideas has been organize by the write information presented in the text, and related the ideas and information from the text Kirby (2006 : 161).

In reading a text there were some factors for the students' did not interest in reading text in classroom. Uninteresting topic can be one of the factors that made uninterested in reading a text. For example, the topic was too unfamiliar from their knowledge or environment. Thus, the students' did not want to read text. Furthermore, the next factor caused by students' limit vocabulary related to the real

messages of the text. Having many vocabularies to the topic of the text was really helpful for students' when students' were reading a text. If the students' would have a lot of vocabularies, they could found the meaning of the text easily. Students' also easy in predicting what the words mean because one word had more than one meaning

Realizing how important to comprehend a text, the researcher applied one of appropriate way using humorous stories to make the students comprehend what they read. Humorous stories gave interest students to read. Humorous stories use simple sentences and vocabulary, itwas an alternative material for the teacher stimulated studentsto read and to attract them interest in reading a text.

Some researchers have investigated the use of humorous stories in learning to read. Masliani in *The Use of Humorous Stories Can Improve the Students ' Reading Comprehension* (2011:2) stated that the improvement was seen after the implementation of the humor stories from the criteria of success of the students' score from 23, 14% in cycle I up to 99, 89% in cycle II. The questionnaire result showed that students enjoyed, interested, and become active during teaching learning process.

Besides of that *Syahrulin the Improving the Students Reading Comprehension Using Humor Strategies* (2009:11) stated that the implementation of humor stories method in teaching have significant in term literal comprehension of MA MonongkiTakalar and showed the improvement in reading text.

The previous researchers have concerned on the investigation of literal comprehension focus on main idea in MA students'. The purpose of the present the

study was to investigate the main idea, supporting idea and detail information at SMAN 1 Anggeraja. Especially the study will examine: (a) students'literal comprehension (b) students' interpretative comprehension by using narrative text.

B. Research Question

Based on the above explanation, the researcher formulated the research question"Can the use of humorous stories increase the students' reading comprehension?"

C. Objective of the study

Referring to the research question above this research aimed to find out whether "using Humorous Stories to increase the Students' Reading Comprehension."

D. Significant of the study

1. For the teacher, the result of the researchwas expected to be useful contribution for the teachers of English to find out and analyzed the students' comprehension in reading, to give useful information for teaching and learning process in improving the students' comprehension in reading a text.

2. For the students, this research was expect to improve the students' reading comprehension and made them interested to read a text.

3. For the researcher, this research expected gave information or contribution to other researcher who wanted to conduct more complex research especially in reading comprehension using humorous stories.

E. Scope of the study

The researcher limited her study to investigate students' ability reading literal and interpretative comprehension of first grade students of SMAN 1 Anggeraja, Kab. Enrekang in the class by using humorous stories in reading lesson..

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Some Previous Research Findings

1. Sara Jalali, et, al (2012), in her journal entitled *"Context and Humor in Teaching Language Functions"*"aimed at investigating the effects of context and humor on learning language functions for male and female students of first grade of high school. The sample of the study consisted of 89 male and 90 female students who were randomly assigned to four experimental groups and two control groups. The control group followed their schoolbook; however, the experimental groups received additional reading texts through which language functions were taught. The experimental groups' materials were of two kinds: context with humor (in which language functions were contextualized having traces of humor) and context without humor (in which language functions were just contextualized but without any humorous points). A pretest and posttest control group design was chosen for this study. The data of the study were analyzed via a two-way ANOVA. The results showed that the experimental groups (male and female) for whom the language functions were taught in the form of context with humor outperformed the other groups. In addition, the results showed no difference between male and female participants' performance.

2. Masliani (2011), in her thesis entitle " *the use of humorous stories to increase the students' reading comprehension*" the result of the data analysis indicated that the reading comprehension of the first grade of students of MTs. GUPPI was fair before using humorous stories. It was indicated by mean the score of data source was 48.23 while the result of cycle 1 was 61.66. Even though there was improvement in cycle 1 but it had not been achieved the target yet. Due the problem, cycle 2 was decided to organize in the class. So, the result of the cycle 2 was 70.00. It was concluded that the use of humorous stories to increase the students' reading comprehension was effective. It was proved by the students' improvement was 31%. Therefore, there was significant improvement of the students' reading comprehension by using humorous stories.

3. Syahrul (2009), in his thesis entitled" *improving the students' reading comprehension using humor stories*" the research finding indicated that the application of humor stories method was significant in improving the students reading comprehension in terms of literal comprehension. It was proved by the mean score of cycle 1 was 5.89 then increased to be 7.5 in cycle II. They were higher than the mean score of diagnostic test namely 3.98. It meant that there was the improvement of the students' reading comprehension in terms of literal comprehension dealing with main idea, supporting idea, and detail information.

4. Zohreh, Goonib, andShooshtari, et, al (2011) in her journal entitled "*Using Humorous Texts in Improving Reading Comprehension of EFL Learners*"

To investigates the effect(s) of humorous texts on reading comprehension of EFL students. For this purpose, forty students, randomly divided into two groups (n=20), were invited to attend the reading sessions. The humorous group comprised the participants who read the reading texts preceded by a joke, and the non-humorous group consisted of students who studied the same reading text without a joke. The findings with respect to the t-test which compared the scores of recall tests of both groups over the seven sessions revealed no significant difference between the recall performances of the two groups. However, comparing the scores obtained from the first and the last reading by humorous group showed a significant improvement in the recall and comprehension of the experimental group. The findings of this study also suggest a relative influential role of humor and jokes on recall ability and reading comprehension and the implications might be for teachers to include humor and jokes in the reading texts that they provide for students

B. The Concept Of Humor

1. Definition of humor

Humor a term which may be used in both a wide and a narrow sense. In the wider sense, it was applied to all literature and to all informal speech or writing. Object was to amuse, or rouse laughter in, the reader or hearer, in its narrower sense; humor was distinguished from wit, satire, and farce. It was less intellectual and, more

imaginative than wit, being concerned more with character and situation than with plays upon word or upon ideas; more sympathetic and less cruel than satire; more subtle than farce. On the other side, it shaded into fancy and imagination, since it was concerned, as they were, with exploring the possibilities of unlikely situations or combinations of ideas, but differs from them in being concerned only with the laughable aspects of these imagined situations.

But what exactly was it about a situation that makes laughable? We all know that some things did made us laugh; but it was very hard to say just what it was that these laughable things have in common. Theories of humor(in the wider sense) are attempts to solve this problem. They might be divided into three main types: superiority theories, incongruity theories, and the relief theories. A fourth type of theory, which took the central feature of humor to be ambivalence, a mingling of attraction and repulsion was of minor importance.

a) Superiority theory

Hutcheson in John Morreal 2014: 4 argued that if laughter is an expression offeelings of superiority, then two things must be true. First, there is no laughter wherewe do not compare ourselves with others or with some former state of ourselves. Andsecond, whenever we feel superior to others, we laugh. But both of these were false.We sometimes laugh at odd figures of speech, for instance, without even thinkingabout ourselves.

b) Incongruity theory

According to the Incongruity Theory, humorous amusement is a reaction to something that violates a person's normal mental patterns and normal expectations. Rough synonyms for 'incongruous' are 'abnormal', 'strange' and 'odd'. If I hear a knock at my front door and am about to answer it, my understanding of this situation is that someone is on the other side of the door and wants to interact with me give me some news, ask for a favor, deliver a package, etc. If when I open the door, it's a delivery person holding a package, that's normal experience. If, on the other hand, I open the door to find the neighbor's dog whapping her tail against the door, that's incongruous. The first philosopher to hint that humor was based on incongruity is Aristotle.

In the Rhetoric (3.2), he said that one way to get a laugh from an audience is to create an expectation and then violate it. In the language of stand-up comedy, there is the set-up and the punch(line). Aristotle cited a line from a comedy that was now lost: 'And as he walked, beneath his feet werechilblains [sores]'. Adding a bit of detail to Aristotle's observation, Cicero, in on the orator (2.63), noted that 'The most common kind of joke is that in which we expect one thing and another was said; here our own disappointed expectation makes us laugh'.

c) Relief theory

Laughter was thought of as the release of pent-up energy in the nervous system, much as the relief valve in a steam boiler releases excess steam pressure. This nervous energy either had been repressed, as by political authorities or social mores,

or had been summoned for some psychological task but then rendered unnecessary and so in need of venting. An example of the first scenario was laughter at dictators. Such laughter was said to release the energy of repressed desires (John Morreal, 2014: 5)

2. How to teach through stories

Students in grade X were expected to have already mastered some of their basic reading comprehension skills. They should be able to predict, infer, question, summarize, and clarify ideas when presented by appropriate reading selections for their age and background. Because of that, next goal was to prepare them in learning advanced reading comprehension strategies. The teacher began to enhance their critical thinking through a series of practical and intensive applications.

Here were some recommendations:

a. Practice.

This can help the teacher taught in the X students' basic reading comprehension skills, especially when they could not focus or concentrated on their reading selections. The process of repetition could allow them to be more adept with those skills. Give them the chance to test those skills in different situations. So, instead of tackling reading comprehension techniques during their language arts subject only, practice their comprehension skills while solving a problem in mathematics, performing an experiment in science, or reviewing an event in history. If it was necessary, you might even set up a one-on-one session with those who were not able to cope up with the activities or the task.

b. Think.

Once the teacher hadbeen ascertained the mastery of some basic reading comprehension skills among the grade X students, proceeded to the next level. Teach them how to become critical thinkers. As mentioned earlier, critical thinking was an advanced skill. So, prepare the lesson very well. Exited them, For instance, studentscould read either an unfamiliar short story or a segment from an unknown novel. After reading (and comprehending) the assigned piece, instructed them to predict the next events. Encourage them to use their imagination. The researchercoulddividedthem into pairs or groups and told them to brainstorm and formulated their own ending for the short story or the novel. We permitted them to use a graphic organizer, say, a story web, in order to list down some prediction or probabilities.

c. Group.

Breaking the Xgrade students into groups helped a lot in imparting reading comprehension strategies, particularly if the researcher intended some procedures to be modeled. The grade X students could certainly learn from their classmates. For examples, if the researcherwas planned to focus on summarizing as a reading comprehension skill, you couldrequire each group member to retell a portion of the assigned story, selection, or passage. It can be the beginning, the middle, or the end. The task helped the group members to determine the unimportant details, inevitably allowing them to dwell in the significant points only. The grouping ensured better result rather than involving the whole class some of them mightget intimated by

process and might opt to just keep quiet throughout the discussion. If they were in a small group, they were literally forced to open up and expressed their ideas (Laurence Behrens and Leonard j. Rosen, 1988: 349).

1. Kinds of humorous stories

Setiawan in Masliani(2011:17) categorized humor according to its expression form he stated the 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, Koesler in Masliani (2011:17) categorized humor stories into two classes, according to its performance and according to its goal.

Humor in the view if performance can be divided three as in the following:

a) Spoken humor

b) Written humor

c) Body movement humor

2. The features of humor

There were some characteristic of humor(anecdote) as follows:

1. It was short and simple story

2. It usually relates one incident

3. It begins close to the control idea

4. Includes important concentrate detail

5. If often contains several quakes

6. It close quietly after the climax

7. Requires punctual for the punch line**(ManenMc.Gillin masliani, 2000: 17)**

3. Why use humor

Humor story was kind an anecdote. It was short. It was short of an interesting, or amusing, or biographical incident it could motivated students to reading, because it was interesting enjoyable and funny for students

The advantage of using Humor;

1. Arisen the students' attention

2. Gave entertainment or enjoyment

3. Interesting

In teaching reading, English teacher should introduce the humorous stories as an alternative way to give variation to the students in teaching and learning process. Humorous stories can make someone to see problem many different sides, humor can entertain, humor can also help someone to comprehend any complex matters.

A. Reading comprehension

1. What was reading?

William in Maslianitheswas (2011:19) said that reading can be point as four step process. The four steps are interrelated to other, they are:

1. Word perception, the ability to recognize a point

2. Comprehension, the ability to infer ideas from words

3. Reaction, a step in which the reader interacts intellectually and emotionally.

4. Integration, absorbing the ideas in context of one's personal background.

Finally, Harry et al defined (1980: 5) reading as a process of meaning elaboration or thinking in relation to written symbols. The recognition and comprehension written symbols were influence by reader's perception skill, experience, language background, mind sets and reasoning abilities as they anticipate meaning on the bases of what had read.

2. Reading Concept

There were different reading definitions given by linguistic which indicated the similar of meaning some that reading was comfortable activities for relax time, come others state reading was valuable learning activity where knowledge and science were required to be acquired by the students academically.

According to Runinstated that reading was the bringing of meaning to and the getting of meaning from the printed pages while Simanjutak in Masliani(2011: 20) stated that reading is the process of putting to reader in contact and communication with ideas.

Anthony in Masliani (2011: 20) stated that teaching English as a foreign language to first language learners requires the learners to able to use this language to in the classroom learning process that were well known as in formal communication,

but can deny that we have not yet achieved the goal of teaching English as a foreign language.

B. What was reading comprehension?

What does reading comprehension mean?

To answer the question, the researcher intentionally presents opinions of some authors or writers as follows.

Thinker (1975:5) stated that reading comprehension was not just reading with a loud voice but also to establish and understand the meaning of words, sentence, and paragraph sense the relationship among the ideas. As it is, if a student just reads loudly, but cannot understand the content of the passages, it means he/she fails in comprehending the passage.

Comprehension was a special kind of thinking process. The reader comprehends by actively constructing meaning internally from interacting with the material that was read (Anderson and person in Alexander, 1993:160).

Successful comprehension involves the readers who can discoverthe meaning. It might be finding a particular piece of information, solving a problem trough reading, working an idea or following as set of directions. From the point of view given above, it can be concluded that reading was an active thinking process where the reader tried to gain information given by the author and understood what actually the purpose of author.

C. Level of reading comprehension

The following were levels of reading comprehension according to smith and Carmine in Masliani (2011:23)

a) Level of reading comprehension according to Smith and Wayne (1979: 169) are:

1. Literal comprehension; that was the skill of getting primary direct literal meaning of a word, idea, or sentence in context.

2. Interpretation; that was to identify ideal and meaning that are not explicitly stated in the written text

3. Critical reading; that was to evaluate what was read, and examines critically the thought of the writer

4. Creative reading that was to apply ideas from the text to new situations and to recombine author's ideas with other ideas to from new concepts or to expand old ones.

b) Level reading comprehension Carmine in Masliani (2011:23) are:

1. Comprehension skill for the primary level conswast of:

a) Literal comprehension; that was to receive information stated in a passage according to when happened.

b) Sequencing comprehension; that was to under several from a passage according to when they happened

c) Summarization; that was to receive information stated in a passage.

2. Comprehension skill for the intermediate level conswast of:

a) Inferential comprehension; that was reveal relationship between two objects or averts (stated on not stated).

b) Critical reading; that was to identify the author's conclusion to determine what evidence was presented, and to identify family argument

c) Comprehension skill for the advanced level that was the appreciation of the author 'work.

D. The reason for reading

According to Hammer in Masliani (2011:24).There were four reasons for reading:

1. Reading in language learning

   Reading was an exercise dominated by the eyes and the brain. The eyes receive massage and the brain then has to work out the significance of these messages. The reading to confirm to confirm expectation technique was highly motivation and successful since it interest students, creates expected, and gives them a purpose for reading.

2. Reading for language learning

   In real life people generally read something because they want to and they have a purpose, which was more fundamental than involved in some language learning task seem only to be asking about details at language. People read to language because they have a desire to do so and a purpose to achieve.

3. Reading for information

In most cases, reading for information was relevant to current study of the reader they read to find out information, to reduce their uncertainties.

4. Reading for pleasure

Reading for pleasure was done without other people's order but according to an individual reader's wish, and taste.

E. The strategy of reading

There were three strategies we tend to approach when we read:

a. Skimming

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

b. Scanning

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

c. Previewing

By previewing for the jut second, we can pick up a great deal of information about the text we are going to read. We know how to preview any kind of text, including pleasure reading books, magazine, articles, test, and textbook assignments.

d. Close reading

Close reading requires careful attention to the all the words and sentences in a selection to understand its full meaning.

e. Guessing the context

Guessing from context was the best strategy to do when we come to a word that we do not know when we are reading. Use our prior knowledge to find out clues of ideas

f. Paraphrasing

Paraphrase was an expression of the meaning of a word or phrase using other words or phrases, often in a attempt to make the meaning easier to understand.

F. Selection of materials

Teacher of English were expected to be more creative and more innovative selecting and then presenting materials relatively and using a wide variety of resources that can enhance and motivate students to learn English. Through anecdotes, the student will be entertained in reading the materials. The reading materials should be interesting; the teacher should notice that in selecting the material he/she should be sure that they are in time of student's interest in order towing their attention. Thiswas important for the smooth less of the way to the students to good concentration and attitude toward reading lesson. If the materials were not interesting, the student's will passively not pay much attention to the lesson. This way meant that the teacher will be difficult to attain the objective of his teaching.

According to Burn in Masliani (2011:26), intermediate students are interested in reading fiction, biographies adventure and stories of the past. They like suspense, action and humor. Teacher can assess student personal reading interest them. In selection reading materials, there are at least there arrest should be concern:

a. The level of linguwastic difficulty

Cooper in Masliani (1990:26) and chunk stated that unpracticed readings in a foreign language tent use a word-by-word approach while more practice readers are able to Chunk information. Based on the statement above, we can decide that the select material should be at the language level of the student.

A material that was too difficult, where every word had to be explained, or which used extremely complex grammatical construction was only likely to produce frustration similarly a materials that was too easy does not extend the students' knowledge. The material should be regard, sequence and varied so their linguistic content and difficulty the ability of the students.

b. Cultural content

Reading materials reflected the cultural perception of the writer. Therefore, many reading materials, especially non-scientific material, or culturally biased, and so could cause comprehension problem for the students. For example, Indonesian student might have difficulty with the story about an American child who gases into his teacher's eyes in search of compassion. The opposite of true in Indonesian culture where the children showed respect by not looking into their superior's eyes.

If the teacher believed that the culture content would interfere with student comprehension, such material can be avoid an opportunity for students to gain new awareness of different culturally define behaviors, in such a case, the teacher can explain the differences in culture behavior to the student before their read (Gwin, 1990:15).

G. Conceptual framework

Humor stories as one element in English language teaching has the important role. Because humor stories as one factor that might influence the students reading skill.

The theoretical framework was in put in the diagram below:

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                    ┌─────────────────────────────────┐
                    │  Teaching reading comprehension  │
                    └─────────────────────────────────┘
                                    │
                                    ▼
   ┌──────────┐           ┌──────────────────┐           ┌──────────┐
   │          │           │   Teaching and   │           │          │
   │ Pre-test │ ────────▶ │  learning using  │ ────────▶ │Post-test │
   │          │           │ humorous stories │           │          │
   └──────────┘           └──────────────────┘           └──────────┘
         │                         │                           │
         │                         ▼                           │
         │         ┌─────────────────────────────────────┐     │
         └───────▶ │ Increasing Students' reading         │ ◀───┘
                   │ comprehension                        │
                   └─────────────────────────────────────┘
                            │                 │
                            ▼                 ▼
              ┌──────────────────┐   ┌──────────────────┐
              │ Literal          │   │  Interpretative  │
              │ comprehension    │   │  comprehension   │
              └──────────────────┘   └──────────────────┘
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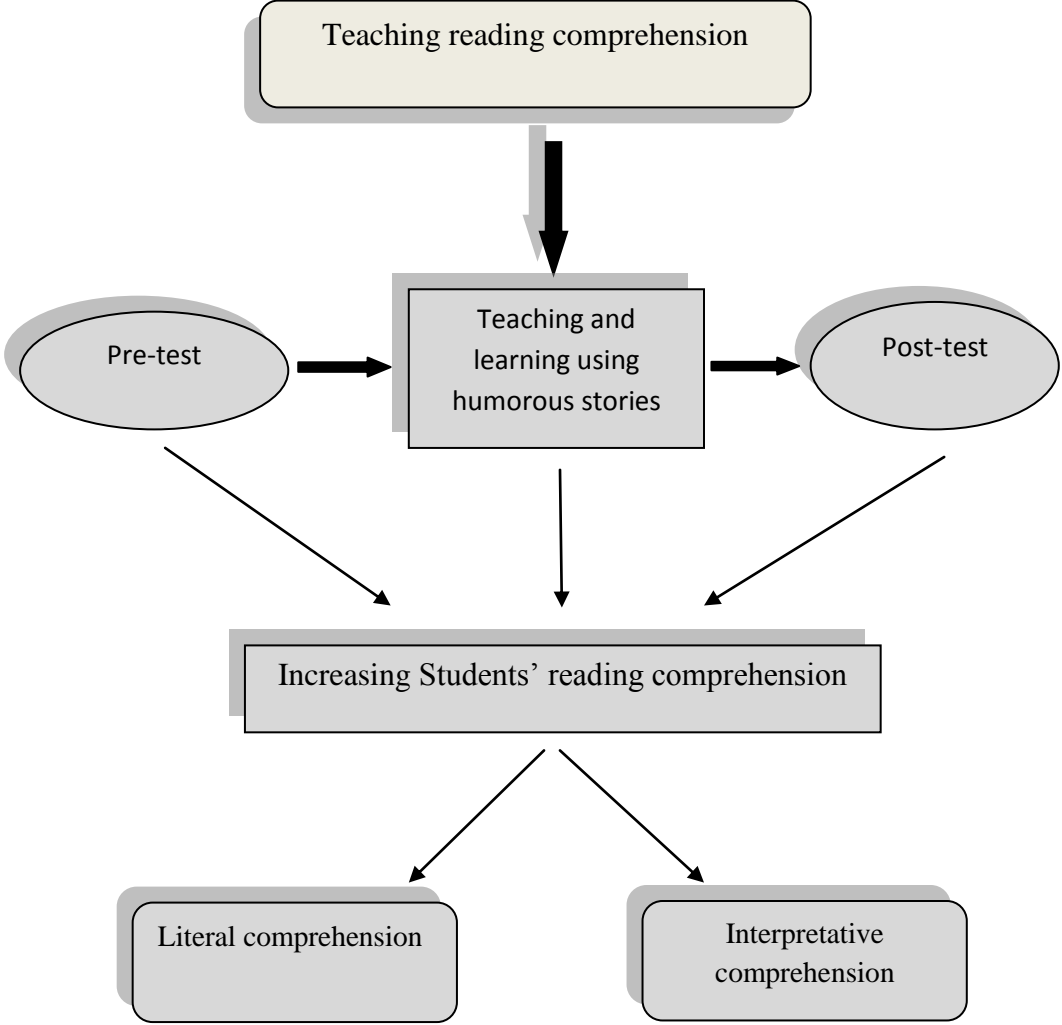
H. Hypothesis

Relating to the previous explanation, the researcher formulated the hypothesis as follow:

1. Null Hypothesis (H0): there was no significance difference students' reading comprehension using humorous stories

2. Alternative Hypothesis (H1): there was significance difference the students' reading comprehension using humorous stories

CHAPTER III

METHODOLOGY

This chapter presented the research design, research variables and their operational definition, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Design

This research was a pre-experimental research, which was employed one group pre- test – posttest. This research was conducted through three steps of process: pretest- treatment-posttest to investigate the improvement of the students. Pretest was conducted to measure the students' reading comprehension before conducting the treatment. The treatment was the learning process in which humorous stories will be implemented as method to improve the students reading comprehension. After the treatment using humorous stories, posttest was given to measure the students reading comprehension after the implementation of Humorous stories. The diagram was presented as follow:

$$R \quad : \quad O_1 \quad X \quad O_2$$

Where:

R : Random selection of subject

X : Treatment

O_1 : Pre-test

O_2 : Pre-test**(Sugiyono, 201:111).**

B. Variable of the Research

1. Research variable

This research had two kinds of variables, named independent variable and dependent variable.

    a. Independent variable

       The independent variable was the use of humorousstories in reading

    b. Dependent variable

       The dependent variable was the students' reading comprehension

2. Population and Sample

 a. Population

The population of this research was the first grade students of SMAN 1 Enrekang, in 2017/2018 academic year. The numbers of population were150 students. Those consisted of 85 female and 65 male.

 b. Sample

The researcher selected one class as the sample. The researcher will use purposive sampling. The research used purposive sampling because that class

XIPS3was able to fulfill the rules and also they had the characteristics that the researcher wanted. The total sample consisted of 30 students, those were 15 male and 15 female. The sample consisted of all students in class X IPS 3.

C. Instrument of the Research

The instrument of this research was reading test. The research will employ essay tests.

D. Procedure of Collecting Data

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

1. The researcher gave a pre-test on reading test to the students.

2. The researcher gavesix times treatment to the students using humorous stories in the process of the reading. This step called treatment did for six times meeting

3. After the treatment, the researcher gave a post- test on reading to the students. It ran for 60 minutes. It aimed to see the value of the treatment result of the post-test whether it better than the result of the pre-test.

E. Technique of Data Analysis

To analyze the data, the researcher employed the formula as follows:

1. Scoring the students' correct answer pre-test and post-test

$$\text{Score} = \frac{students\ 'correctanswer}{Totalnumberofitems} X100 \textbf{(Arikunto in Masliani, 2011:28)}$$

a. rubric for literal comprehension(main idea)

No	Criteria	Score
1.	Clearly identify the main idea by providing strong, evidence, details relating to the main idea.	4
2.	Identify the 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 provide any evidence, details, relating to the main idea.	1

(Harmer, 1985: 37).

b .Rubric for interpretative comprehension (conclusion).

No	Criteria	Score
1.	Conclusion reflects resource readings in development of idea it was excellent	4
2.	Conclusion reflects resource readings in development of idea it was good	3
3.	Conclusion reflects resource readings in development of idea it was poor	2
4.	Conclusion do not reflects any reading of sources in development of idea.	1

2. Calculating the mean score of the students

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

Where:

X = the mean score

$\sum X$ = the students total score.

N = the number of the students **(Gay LR, 1981:293).**

The calculating and scoring were done to find out description of the reading comprehension of SMAN 1 Enrekang taught by using scientific approach.

3. After finding out the students' scores and mean scores the data would be classified into five classification categories as follow:

A	Score 91-100	Very Good
B	Score 76-90	Good
C	Score 61-75	Fair
D	Score 51-60	Poor
E	Score less than 50	Very Poor

(Depdikbud in Rwaska, 2014: 31).

5. Find out the students standard deviation by using the formula as follows:

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

Where: SD = Standard deviation

$\sum X$ = the sum of all score

$(\sum X)$ = The square of the sum

N = the number of the students **(Gay LR, 2006: 335).**

6. Finding out the significant different between the pre-test and post-test by calculating the value of the t-test. It was measure by using formula as follow:

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(D)^2}{N}}{N(N-1)}}}$$

Where: t = test significance

$\overline{D}$ = the mean Of the difference

D = the sum of all score

N = the total number of score**(Gay LR, 1981: 331).**

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, the findings of the research and the discussion of the research findings. The discussion deals with the descriptions and interpretation of the findings.

A. Findings

The findings of the research deal with humorous stories to increase students reading comprehension which consist of the students' improvement of literal and interpretative comprehension.

1. **Students' Literal Comprehension on Main Idea Using Humorous Stories**

   Literal comprehension refers to ideas and fact directly state on the pages. The basic of literal reading are recognized stated main ideas, this level of reading comprehension is fundamental for students to understand.

   Main idea is important information that tells more about the overall idea of the paragraph or section of a text and usually stated and directly state in the sentences.

   Students' reading comprehension had different scores in pre test and post test. In pre test, students' score was low but after applying humorous stories, students understand more about main idea, the differences of the scores can be seen in the table 4.1:

Table 4.1. The Students' Ability in Pre-Test and Post Test in literal comprehension

	The students' score	
Indicator	Pre test	Post test
Main idea	75.5	79.33

Table 4.1 shows that the score of students in post test improved after the teaching of literal comprehension (main idea) using humorous stories. The mean score of the students in pre test were 75, 5 and post test to 79.66; the mean score of the students can be seen in graphic 4.1:

Graphic 4.1. The Mean Score of Students Literal Comprehension on Main Idea Using Humorous Stories
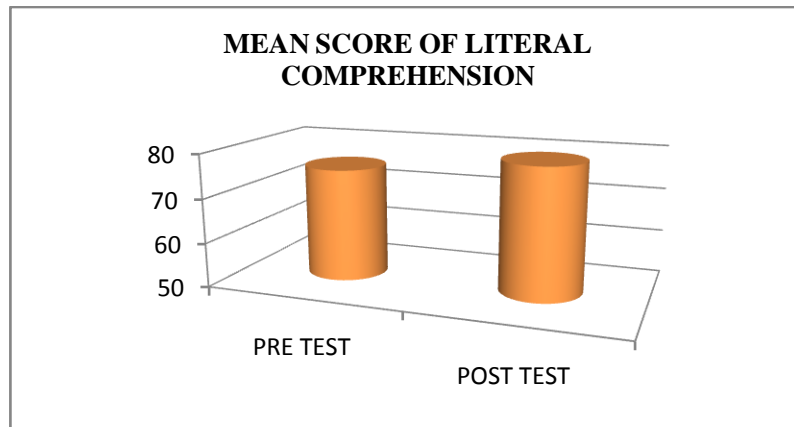
Graphic 4.1 shows that there is improvement of the students' reading comprehension on main idea from mean score of pre test was 75.5 to post test

79.66 and the pre test to post test was 5.07%. The classification of the students' score in main idea can be seen in table 4.2:

Table 4.2. Classification of the students' score in literal comprehension (Main idea).

no	Classification	Score	Pre test		Post test	
			F	%	F	%
1	Very good	91-100	0	0.00%	1	3.33%
2	Good	66- 90	4	13.33%	26	86.66%
3	Fair	51 – 65	24	80.00%	3	10.00%
4	Poor	46- 50	2	6.66%	0	0.00%
5	Very poor	0 - 45	0	0.00%	0	0.00%

Based on the table 4.2 above, in the data of Pre-test showed that there are 4 students or 413.33% got good, 24 student 80.00% got fair classification. While, post-test showed that there was 1 student or 3.33% got very good, 26 students or 86.66% got very good classification, 3 students or 10.00% are in good classification.

2. **Students' Interpretative Comprehension in Reading Conclusion Using Humorous Stories**

Interpretative focus on shifts of reading between the lines, looking at what is implied by the material under study. It requires students to combine pieces of information in order to make inferences about the author's intent and massage.

Conclusion is a summary that students decide after considering all the information that they have, usually unstated in sentences and text or indirectly in sentences

Students' reading comprehension had different scores in pre test and post test. In pre test students score is lower but after applying humorous stories students' more understand about conclusion, can be seen clearly in the following table 4.3:

Table 4.3. The Students' Ability in Pre-Test and Post Test in interpretative comprehension

Indicator	The students' score	
	Pre test	Post test
Mean Score	58	88.16

Table 4.2. shows that the score of students in post test improved after the of interpretative comprehension (conclusion) using humorous stories. The mean score of the students in pre test were 58 and post test to 88.16, the mean students' scores can be seen in graphic 4.2:

Graphic 4.2. The Mean Score of Students interpretative Comprehension Focus on conclusion Using Humorous Stories
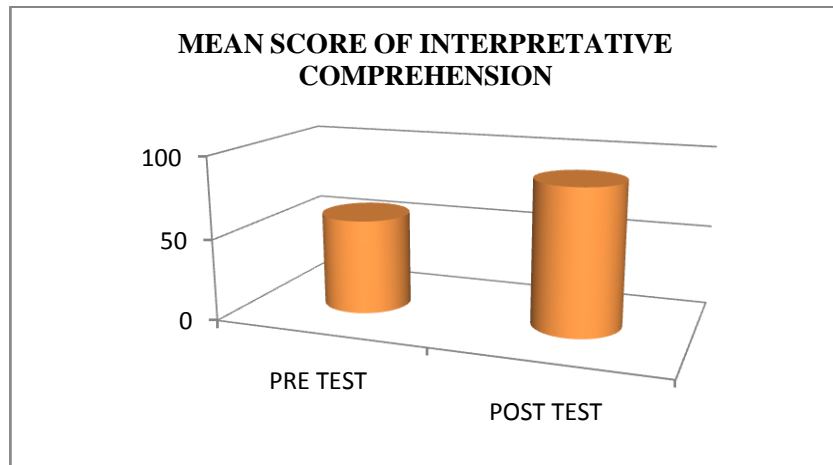
Graphic 4.2 shows that there was improvement of the students' reading comprehension on conclusion from mean score of pre test was 58 to post test 88.16 and the pre test to post test was 52%. The classification of the students' score in main idea can be seen in table 4.3:

Table 4.4. Classification of the Students' Score in Interpretative on (Conclusion).

no	Classification	Score	Pre test		Post test	
			F	%	F	%
1	Very good	91-100	4	13.33%	3	10.00%
2	Good	66- 90	0	0.00%	7	23.33%
3	Fair	51 – 65	3	10.00%	0	0.00%
4	Poor	46- 50	1	3.33%	14	46.66%
5	Very poor	0 - 45	22	73.33%	6	20.00%

Based on the table 4.3 above, in the data of Pre-test showed that there are 3 students 10.00 % got fair, 1 student 3.33% got fair, 22 students 73.33% got very poor and 4 students 13.33% got very good classification. While, post-test showed that there was 3 students or 10.00% got very good, 7 students or 23.33 % got very good classification, 14 students or 46.66 % got good and 6 students got very poor classification.

3. **Testing Hypothesis**

The result of statistical analysis at the of significant 0.05 with digress of freedom (df) = n-1= 30-1=29 indicates the differences between pre test and post test.

To know the differences between pre test and post test of literal comprehension and interpretative comprehension, the researcher used t-test analysis on the level of the significant (p) 0, 05 with the degree of freedom (df) = N -1, where N = number of students (30 students) and then the value of t-table was 1.669. The t-test statistical analysis for independent sample was applied. We can see clearly the t-test calculation in table 4.4:

Table 4.5. The T-Test Analysis of the Students' Improvement

No	Indicators	T- Test Value	T-Table Value	df
1.	Literal comprehension	4.46	1.699	29

2.	Interpretative comprehension	4.29	1.699	29

Table 4.3 shows that t-test value of literal comprehension was greater than t-table value (4.46 > 1.699) and t-test value of interpretative comprehension was greater than t-table value (4.29 > 1.699) It means that there was significance difference between the students' reading skill before and after researcher given humorous stories in reading skill to first grade of students' in SMAN 1 Enrekang. It was show that the nul hypothesis (H_o) was rejected and alternative hypothesis (H1) was accepted.

A. Discussion

This part would explain in the previous section showed that the students' literal comprehension and interpretative comprehension in reading was improved. It was supported by mean score and percentage of the students' pre test and post test result. Based on the finding, the using humorous stories made students had mean score that was higher in reading skill than before they know humorous stories.

In literal comprehension, the mean score obtained from the students' pre test was 75.5 and the mean score of post test was79.33. This meant that the students' reading comprehension in terms of literal comprehension is improved after being exposed to treatment namely humorous stories.

Form the t test, the researcher found that the value of t test (4.29) is greater than the value of table (1.699) on alpha level of level of significance p= 0.05 at the degree of freedom (df) of 30. This means the result of teaching the students in reading by using humorous stories has a significant influence towards students reading skill improvement.

Based on the result of the t test, the researcher found that there were significant differences between the results of the result of the pre test and post. It means that there was significance of the pre test before and after teaching and learning processed by using humorous stories. Thus, by using humorous stories can be improvement students' reading skill especially reading comprehension in terms of literal comprehension.

In addition, the interpretative comprehension in reading, it was one of important aspect in reading beside literal comprehension. Beside that students also got other knowledge that they could apply to all of interpretative comprehension, not only reading but also it was makes them easier to understand something in the future.

In interpretative comprehension in pre test, the students the students' were lack of interpretative comprehension when they read. After the students had given treatment, main score in post from students had improved become 88.16. It was higher score than pre test score. Pre test to post test score, there

was improvement score of students from low so high by using humorous stories.

The mean score obtained from the students' pre test was 58 and the mean score of post test was 88.16. This means that the students' reading comprehension in term interpretative comprehension is improved after being exposed to treatment namely humorous stories.

From the t test, researcher found that the value of t test (4.45) is greater than the t table (1.699) on alpha level or level of significance p= 0.005 at the degree of freedom (df) 30. This means the result of teaching the students in reading comprehension y using humorous has a significant influence towards students reading skill in terms of interpretative comprehension improvement.

In the treatment at the first meeting the researcher actually found that there were most the students got problems in reading because the most of them still lack of interpretative comprehension. The second until the last meeting, they tried to speak well and also the pay attention to the explanation that given by the researcher to them at the end of meeting about the interpretative comprehension.

Based on the result of the t test, the researcher found that there were significant differences between the result if the pre test and post test. It means that there was significant difference of the pre test before and after teaching and learning processed by using humorous stories. Thus, by using humorous

stories can be improved students' reading skill especially reading comprehension in terms of interpretative comprehension.

To know the significant of literal comprehension and interpretative comprehension, after calculating the value t test analysis then it was compared with t table value so researcher found that the value of t test was greater than the t table value, it meant that null hypothesis (H_o) was rejected and alternative hypothesis (H1) was accepted because there was difference significant mean score of that had given by researcher before and after researcher thought reading comprehension by using humorous stories .

T test value for literal comprehension was greater than table (4.29 > 1.699) and interpretative comprehension was greater than t table (4.45 > 1.699). It ,meant that there was significant differentiate between students' reading skill before and after they got humorous stories from researcher in reading comprehension of the first grade of students SMAN 1 Enrekang and for students of X IPS 3 as sample in this research. Besides that, the data showed that null hypothesis (H_o) was rejected and the alternative hypothesis (H1) was accepted.

Researcher conclude that using humorous stories was of good method that could improve the students' skill in reading comprehension and also students' reading skill of first grade of students' SMAN 1 Enrekang in academic year 2017/2018 improved in literal comprehension and interpretative comprehension of reading.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. DISCUSSION

Conclusion consist of findings was remarked meaningfully and conversely, beside that conclusion was repetition of chapter 4 but researcher should explain shortly and detail so the reader understandable fast and got content of the reason by looking the conclusion. The conclusions of this reason were:

1. The use of humorous stories improves the students' literal comprehension significantly. It was prove by the mean score pre test was 75.5 and main score of post test was 79.33 looking of mean score pre test and post test so the improvement percentage of the students was 51% and the t test analysis of content was 4.29, it was higher than t table (4.29 > 1.699).

2. The use of humorous stories improves the students' literal comprehension significantly. It was prove by the mean score pre test was 58 and main score of post test was 58.16 looking of mean score pre test and post test so the improvement percentage of the students was 52% and the t test analysis of content was 4.45, it was higher than t table (4.45 > 1.699).

B. SUGESSION

The suggestion consisted of meaning could apply practically and accepted usefully. Suggestions consisted also researcher's recommendation and expectation related to the research that has done. Suggestion of this research could be seen in the below:

1. The students were suggested that they practiced their reading skill continually in role play to have good command and more ability.

2. The teachers of English who teach in senior high school level were suggested that developed students' reading skill because reading skill was a tool of the deliver information besides writing among the whole skill of English. The teacher should provide easy and fun activities in reading, therefore the students might follow the class .more active and responsive

3. The researchers in future were suggested that they developed these research findings to investigate the reading issues in any level of students', especially senior high school level.

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Appendixes

APPENDIX A

RENCANA PELAKSANAAN PEMBELAJARAN

SEKOLAH : SMAN 1 ENREKANG

MATA PELAJARAN : PENDIDIKAN BAHASA INGGRIS

KELAS / SEMESTER : X / IPS 3

MATERI POKOK : (humorous stories)

ALOKASI WAKTU : 2 X 45 menit (6 x pertemuan)

A. Kompetensi Inti

KI.I Menghargai dan menghayati ajaran agama yang dianutnya.

KI.2 Menunjukkanperilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI.3 Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI.4 Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di

sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks humorous lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.

4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks humorous, lisan dan tulis sederhana terkait legenda rakyat.

C. Indikator Pencapaian Kompetensi (IPK)
  ➢ **Indikator KD pada KI pengetahuan**
(Pengetahuan)
3.8.1 Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks humorous "time I put in my pants, Citizen, Amuisng merried men only story, The dinner dark, Penguin in the park, She was deaf or not?.' sesuai konteks penggunaannya.

3.8.2 Menguraikan fungsi social, struktur teks, dan unsur kebahasaan teks humorous "time I put in my pants, Citizen, Amuisng merried men only story, The dinner dark, Penguin in the park, She was deaf or not?.' sesuai konteks penggunaannya.

  ➢ **Indikator KD pada KI keterampilan**
(Penerapan)

4.8.1. Menangkap makna secara kontekstual terkait struktur kebahasaan dan unsur kebahasaan teks humorous tulis sederhana.

4.8.2 Menunjukkan teks interaksi transaksional lisan dalam bentuk storytelling teks humorous yang melibatkan struktur teks dan unsur kebahasaan secara individu di depan kelas secara bermakna dengan ucapan dan tekanan yang benar**.**

D. Tujuan Pembelajaran

1. Setelah membaca teks humorous stories, peserta didik mampu mengidentifikasi setting, karakter serta masalah/konflik dengan tepat.
2. Setelah mendengarkan cerita humorous dalam bentuk storytelling sederhana, peserta didik mampu menunjukkan teks transaksional lisan dalam bentuk storytelling teks humorous yang melibatkan struktur teks dan unsur kebahasaan secara individu di depan kelas secara bermakna dengan ucapan dan tekanan yang benar**.**
3. Siswa mampu mengidentifikasi main idea dan membuat conclusion.

E. MATERI PEMBELAJARAN

- **Fungsi Sosial**

  - Mendapatkan hiburan, menghibur, mengajarkan nilai – nilai luhur, mengambil teladan.

  - Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

- **Struktur Teks**

  Dapat mencakup:

  - Orientasi

  - Komplikasi

  - Resolusi

  - Orientasi ulang

- **Unsur Kebahasaan**

 - Adverbia penghubung dan penunjuk waktu.

 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.

Topik

Cerita legenda yang menumbuhkan perilaku yang termuat di K1.

F. PENDEKATAN, METODE PEMBELAJARAN DAN TEKNIK'

❖ **Pendekatan** : **Scientific Approach**

❖ **Metode** : **Discovery Learning(using humorous stories)**

❖ **Teknik** : **TPR (Think Pair and Share), diskusi kelompok, Story telling**

❖ **Games Activity** : **Comprehension Question Cube.**

G. KEGIATAN PEMBELAJARAN

No	Kegiatan Pertemuan	Langkah- langkah Pembelajaran	Durasi
	Kegiatan Awal	**Guru:** **Orientasi** ➢ Melakukan pembukaan dengan **salam pembuka dan berdoa** untuk memulai pelajaran ➢ Memeriksa **kehadiran peserta didik** sebagai sikap disiplin ➢ Menyiapkan **fisik dan psikis** peserta didik dalam mengawali kegiatan pembelajaran.	15 Menit

		Apersepsi	
		➤ Mengaitkan materi / tema / kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik serta materi sebelumnya. Peserta didik memperhatikan, merespon dan berusaha memahami penyampaian guru dengan tertib.	
		➤ Guru menstimulus peserta didik dengan menunjukan gambar terkait text .	
		Motivasi	
		➤ Memberikan gambaran tentang **manfaat mempelajari pelajaran** yang akan dipelajari.	
		➤ Apabila materi / tema ini dikerjakan dengan baik dan sungguh – sungguh serta dikuasai dengan baik, maka peserta didik diharapkan dapat **mencapai tujuan** *terlampir.	
		➤ Menyampaikan **tujuan pembelajaran** pada pertemuan yang berlangsung.	
		Pemberian acuan	
		➤ Memberitahukan materi pembelajaran yang akan di bahas pada pertemuan saat ini.	

		➢ Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator dan KKM pada pertemuan yang berlangsung.	
		➢ Menjelaskan mekanisme pelaksanaan	
	KEGIATAN INTI **Stimulation (Stimulasi / pemberian rangsangan)**	sesuai langkah – langkah pembelajaran. **Mengamati (Observing)** **Guru**: Memberikan rangsangan/stimulasi kepada peserta didik untuk mengembangkan kemampuan dalam melibatkan tindakan terkait membedakan fungsi social, struktur teks, dan unsur kebahasaan teks. **Mengamati** **Peserta didik:** 1. menyimak *short story about* "time I put in my pants, Citizen, Amusing married men only story, The dinner dark, Penguin in the park, She was deaf or not?. 2. Peserta didik membaca teks tentang "time I put in my pants, Citizen, Amusing married men only story, The dinner dark, Penguin in the park, She	5 Menit

		was deaf or not?.	
		3. Peserta didik mengidentifikasi settting, karakter serta masalah / konflik yang terdapat dalam teks.	
		4. Dengan bimbingan guru, Peserta didik mengamati struktur teks yang terdapat dalam teks tersebut.	
2.	**Problem Statement** **(Pertanyaan / Identifikasi Masalah)**	**Menanya (Questioning)** ➢ Guru menstimulus peserta didik untuk berfikir kritis dalam mengidentifikasi dan menyebutkan situasi yang memunculkan pertanyaan terkait teks . ➢ Guru mengarahkan peserta didik untuk bertanya, membuktikan asumsi, dan mendengarkan pendapat yang berbeda atau yang belum dipahami dari apa yang diamati. ➢ Dengan bimbingan guru, peserta didik berdiskusi untuk menentukan masalah, misalnya: a. Apakah fungsi sosial dari teks humorous "time I put in my pants, Citizen, Amusing married men only story, The dinner dark, Penguin in the park, She was deaf or not?. b. Apakah languange feature yang perlu diperhatikan dalam teks? ➢ Guru meminta masing – masing	7 Menit

		kelompok untuk berdiskusi tentang permasalahan yang bisa dikembangkan terkait dengan pertanyaan tersebut.	
3.	**Data Collection** **(Pengumpulan Data)**	**Mengumpulkan informasi (Applying)** Peserta didik mengumpulkan informasi yang relevan untuk menjawab permasalahan / pertanyaan yang telah diidentifikasi melalui kegiatan: ➤ Setelah membaca teks "time I put in my pants, citizen, Amusing married men only story", dan melakukan pengumpulan informasi dengan melakukan games "*Comprehension Question Cube Games".* Peserta didik akan menguraikan kembali dan menceritakan kembali dengan bahasa sendiri.	13 menit

| 4. | Data Processing (Pengolahan Data) | **Menalar (Analyzing)**

➤ Setelah membuat outline dalam bentuk tertulis, peserta didik melakukan diskusi tentang teks "time I put in my pants, Citizen, Amusing married men only story, The dinner dark, Penguin in the park, She was deaf or not?. secara berpasangan.

➤ Setelah mengumpulkan informasi, peserta didik mampu menyiapkan teks sederhana dalam bentuk storytelling teks humorous " time I put in my pants, Citizen, Amusing married men only story, The dinner dark, Penguin in the park, She was deaf or not?. dengan menggunakan bahasa yang melibatkan struktur teks dan unsur kebahasaan secara individu di depan kelas secara bermakna dengan ucapan dan tekanan yang benar. | 20 menit |
| 5. | Verification (Pembuktian) | **Mencoba (Evaluating)**

➤ Setelah mengkaji sumber informasi, Peserta didik berdiskusi untuk melakukan verifikasi terhadap masalah yang dibuat sebelumnya dapat terkomfirmasi atau tidak, dengan penjelasan dari ketua kelompok terpilih. | 10 menit |

		➢ Peserta didik mempresentasikan secara singkat tentang teks humorous terkait situasi dalam teks maupun kalimat yang telah mereka buat di depan kelas secara bermakna dengan ucapan dan tekanan yang benar.	
6.	**Generalization** **(Menarik Kesimpulan)**	**Mengkomunikasikan (Creating)** ➢ Peserta didik memperoleh balikan dari guru dan teman tentang perform presentasi yang disampaikan. ➢ Peserta didik mampu merespon atau mengulangi teks lisan yang diucapkan peserta didik lain dengan pengucapan yang benar.	10 menit
	PENUTUP	**Peserta didik:** - Membuat rangkuman / kesimpulan pelajaran tentang point – point yang muncul dalam kegiatan pembelajaran yang baru dilakukan. - Melakukan rekleksi terhadap kegiatan yang sudah dilaksanakan. **Guru:** - Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik. - Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok / perseorangan (jika diperlukan)	10 Menit

		-	Menyampaikan rencana pembelajaran pada pertemuan berikutnya.	

H. PENILAIAN, PEMBELAJARAN REMEDIAL DAN PENGAYAAN

1) Teknik Penilaian

a. Penilaian Kompetensi Pengetahuan

Indikator Pencapaian Kompetensi	Teknik Penilaian	Jenis Soal	Instrument
3.8.1 Mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan teks humorous "time I put in my pants, Citizen, Amusing married men only story, The dinner dark, Penguin in the park, She was deaf or not?. sesuai konteks penggunaannya.	Unjuk kerja	Tertulis	answering the question below.
3.8.2 Menguraikan fungsi social, struktur teks, dan unsur kebahasaan teks humorous "time I put in my pants, Citizen, Amusing married men only story, The dinner dark, Penguin in the park, She was deaf or not?. sesuai konteks penggunaannya.		Penugasan	Let's play comprehension cube games, write the outline into the paragraph of narrative text in group!

b. Penilaian Kompetensi Penerapan (Keterampilan)

Indikator Pencapaian Kompetensi	Tehnik Penilaian	Bentuk Penilaian	Instrument
4.8.1.Menangkap makna secara kontekstual terkait struktur kebahasaan dan unsur kebahasaan teks humorous tulis sederhana.	Unjuk kerja	Tertulis	Based on outline of humorous text, discuss with your partner, based on form below!
4.8.2 Menunjukkan teks interaksi transaksional lisan dalam bentuk storytelling teks humorous yang melibatkan struktur teks dan unsur kebahasaan secara individu di depan kelas secara bermakna dengan ucapan dan tekanan yang benar**.**		Tes Lisan	Prepare a simple performance. After that, the students come forward to storytelling based on the story with their own performance.

I. Rubrik Penilaian

1. Tes tertulis dalam bentuk soal. Penilaiannya dilakukan dengan cara menghitung jumlah jawaban benar dari jumlah soal yang diberikan.

2. Instrumen Unjuk kerja, yaitu berupa rubrik penilaian. Berikut adalah rubrik-rubrik penilaian yang dapat digunakan oleh guru untuk melakukan penilaian unjuk kerja siswa, berikut teknik perhitungan skornya.

a. **Penilaian Tertulis**

Menuliskan outline dalam teks humorous stories

No.	Kriteria	Skor
1.	Mampu menentukan orientasi (characters, setting, conflicts)	30
2.	Mampu menggunakan complication (events that complicate conflict) & climax	40
3.	Mampu menentukan resolution & meaning message (lesson learned)	30
	TOTAL	100

Petunjuk Penskoran :

Perhitungan skor akhir menggunakan rumus :

$$\frac{Skor}{Skor\ Tertinggi}\ x\ 100 = \text{Skor Akhir}$$

b. **Rubrik Percakapan**

Keterampilan peserta didik dinilai dari percakapan dialog. Penilaian dilakukan dengan cara menggunakan daftar cek pada rubrik penilaian.

Penilaian Berbicara

No.	Unsur Penilaian	Bobot	Jumlah Skor
1.	Kesesuaian Isi Dongeng	20	
2.	Tokoh dan Perwatakan	20	
3.	Latar	10	
4.	Mimik	10	
5.	Pilihan Kata	10	
6.	Menyusun Kalimat	10	
	Jumlah Nilai		Jumlah Skor :8x10

Cara Penilaian:

J. Media, alat, dan Bahan

Media   : Power Point Presentation, Authentic material

Alat   : Laptop, LCD, Speaker

I. Sumber Belajar

a. Kementrian Pendidikan dan Kebudayaan Edisi Revisi Jakarta, *Bahasa Inggris*, SMA/MA/SMK Kelas X. Penerbit Pusat Kurikulum dan Perbukuan, Balibang,Kemdikbud.

b. http://duoulala.blogspot.co.id/2013/07/narrative-text-definition-purposes.html

c. https://www.youtube.com/watch?v=tqRn7slkTr8

d. https://www.youtube.com/watch?v=ItN0t3ld-AM

e. https://www.youtube.com/watch?v=nAAR3D-2ljU

f. http://freeenglishcourse.info/what-is-narrative/

g. http://britishcourse.com/narrative-text-penjelasan-dan-contoh.php

SHEET (ACTIVITY 1 and 2)
Identifying the generic structure and language features of humorous text by answering the question below!!

Reading QUESTIONS

What was the story about?

When did the story happen?

Who was in the story?

Where did the story happen?

What was the problem in the story?

WORKSHEET (ACTIVITY 3 and 4)

Write the outline into a paragraph of humorous text!

HUMOROUS STIORIES' OUTLINE

ATTENTION – GRABBER:	
BEGINNING: .	Characters: (describe in detail): Setting (Time & Place): Conflicts (Problems):
MIDDLE:	Event (What happens first, second, third, etc): 1. 2. 3. 4. Climax (Most funny part):
END:	(How conflicts was solved):

	Meaning / Message (What is learned in the end?):

WORKSHEET (ACTIVITY 5)
Based on outline of humorous text, discuss with your partner, based on form below

Think, Pair, Share

What's the issue / question / topic?	What do I think about it?	What does my partner think?	What will we share?

WORKSHEET (ACTIVITY 6)
Read the text again. Prepare a simple performance. After that, the students come forward to storytelling based on the story with their own performance.

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Appendix B

Time I put in my pants

Well it was in the morning and I had the flu. Then my girlfriend called me to go to her house and hang out. Me as a guy I accepted, when we hung up I felt my stomach hurting knowing I have to go to toilet. I thought about it didn't cause I didn't want to smell something bad.

So when I got there my stomach was growling from pain but I ignored it, after an hour or so I was done with my business and left, cause I couldn't handle my stomach no more, I stepped on the gas trying to cross a yellow light, half way through the intersection it turn red. I couldn't handle my stomach pain no more out of nowhere a police flashes his lights so I had to pull over, I gave him I my license and registration and asked why I was speeding.

I told him I was having a emergency and needed ticket, 10 mph less than what I was doing and I left, so I pull up in my drive away I felt like I was being chase by my own fart was coming out but I put in ha-ha. All of a sudden I turn off my car and felt a warm wet feeling on my pants, oh no! I just shit myself and I was almost there, I got out of the car, slowly walked to my door quietly, went to the bathroom, and cleaned myself then showered at 4 in the morning. I learned a lesson out all this and it was if your want go to bathroom you must do it ASAP. This is a real story but I hope you enjoyed :)

Citizen

When I went to lunch today, I noticed an old man sitting on a park bench tears his eyes out. I stopped and asked him what was wrong.
He told me, 'I have a 22 old wife at home. She my back every morning and then gets up and makes me pancakes, sausage, fresh fruit and freshly ground coffee.'

I continued. "Well, then why are you crying?"

He added. ' she makes me homemade soup for lunch and my favorite biscuit, cleans the house and then watches sports TV with me for the rest of the afternoon'.

I said. 'Well, why are you crying?'

He said. 'For dinner she makes me a tester with wine and my favorite dessert.'

I incurred,' well then, why in the world would you be crying? '

He replied, 'I can't remember where I live.'

Pre test

Amusing married men only story

Will and Guy have no information as to the witness about this funny tale from the USA. Apparently in a small town somewhere in the USA there is a large factory that will only recruit married men. One of the local women, one Brenda Davy, a spirited young lady, was angry about this and demanded to speak to the manager to find out why.

Brenda demanded to know, why is it you limit your employees to married men? Is it because you think women are weak, dumb, bad tempered……..or what?

'Not at all, ma'am, 'the factory manager replied. 'It is because our employees are used to be obeying orders, are accustomed to being push roughly around, know how to keep their mouths shut and didn't melancholy when I yell at them.'

The dinner dark

A woman goes to her boyfriend's parent's house for dinner. This is to be her first time meeting the family and she is very nervous.

They all sit down and beginning to a feel discomfort, thank to her nervousness and the broccoli casserole. The gas pains are almost making her eyes water.

Left with no other choice she decides to relives herself a bit and lets out a beautiful fart. It wasn't loud, but everyone at the table heard the fart.

Before she even had a chance to be embarrassed, her boyfriend's father looked over the dog that had been snoozing at the woman's feet and said in a rather stern voice," Skippy!"

The woman though, this is great! "And big smile came across her face. A couple of minutes later, she was beginning to feel the pain again. This time, she didn't even hesitate, she left a much louder and longer fart rip.

The father again looked and the dog yelled,' shhSkippy"! Once again the woman smiled and thought "yes"

A few minutes later the woman had to let another onefart. This time she didn't ever think about it. She left a fart seems like a train whistle blowing!

Once again, the father looked at the day with disgust and yelled

"OutSkippy!Get away from her before fart on you!'

Post test

Penguin in the park

Once a man was walking in a park when he across a penguin. He took it to a policeman and said; "what should I do? "The policeman replied;" take it to the zoo!

The next day, the policeman saw the man in the same park the man was rather surprised and walked up to the man and asked;" why are you still carrying the penguin? Didn't you take it to the zoo?" the man replied;" I certainly did. And it was a great idea because the penguin really enjoyed it. So, today I am taking it to the movie".

She was deaf or not?

Fred feared his wife Rhonda wants hearing as well as she used to and he thought she need a hearing aid.
Not quite sure how to approach her, he called the family doctor a better idea about her hearing loss.

Here's what you do,' said the doctor,' stand about 40 feet away from her, and in a normal conversational speaking tone see if she hears you. If not, go to 30 feet, then 20 feet, and so on until you get a response,'

That evening, the wife is in the kitchen cooking dinner, and he was in the den, he says to himself, I'm about 40 feet away let's see what happens.' Then in a normal tone he asks,' honey, what's for dinner?'

No response.

So the husband move closer kitchen about 30 feet from his wife and repeats, 'Rhonda, what's for dinner?' still no response.

Next he moves into the dining room where he is about 20 feet from his wife and asks, 'honey, what's for dinner?'

A gain he gets no response.

So he walks right up behind her. 'Rhonda, what's for dinner?'

Damn it, Fred, for the FIFTH time, CHICKEN!'

APPENDIX D

STUDENTS CLASSIFICATION SCORE

A. Classification Score of Literal Comprehension

sample	Pre Test		Post Test	
	score	classification	score	classification
S-1	60	Poor	80	Good
S-2	80	Good	95	Very good
S-3	90	Good	90	Good
S-4	90	Good	90	Good
S-5	75	Fair	80	Good
S-6	70	Fair	80	Good
S-7	60	Poor	85	Good
S-8	75	Fair	85	Good
S-9	75	Fair	90	Fair
S-10	70	Fair	75	Good
S-11	70	Fair	80	Good
S-12	70	Fair	85	Good
S-13	75	Fair	80	Good
S-14	75	Fair	90	Good
S-15	70	Fair	85	Good
S-16	70	Fair	80	Good
S-17	70	Fair	80	Good
S-18	70	Fair	85	Good
S-19	70	Fair	75	Good
S-20	65	Fair	80	Good
S-21	65	Fair	75	Fair
S-22	65	Fair	80	Good
S-23	65	Fair	75	Fair
S-24	65	Fair	90	Good
S-25	65	Fair	90	Good
S-26	70	Fair	80	Good
S-27	70	Fair	80	Good
S-28	70	Fair	80	Good
S-29	65	Fair	80	Good
S-30	65	Fair	80	Good

B. Classification Score of interpretative comprehension

sample	Pre Test		Post Test	
	score	classification	score	Classification
S-1	50	Poor	80	Good
S-2	100	Very Good	100	Very good
S-3	100	Very Good	100	Very good
S-4	100	Very Good	100	Very good
S-5	25	Very poor	75	Fair
S-6	25	Very poor	75	Fair
S-7	50	Poor	80	Good
S-8	50	Poor	80	Good
S-9	50	Poor	80	Good
S-10	25	Very poor	75	Good
S-11	75	Fair	80	Good
S-12	75	Fair	80	Good
S-13	75	Fair	80	Good
S-14	25	Very poor	75	Fair
S-15	25	Very poor	75	Fair
S-16	50	Poor	80	Good
S-17	100	Very good	100	Very Good
S-18	75	Fair	85	Good
S-19	75	Fair	80	Good
S-20	75	Fair	80	Good
S-21	75	Fair	80	Fair
S-22	50	Poor	80	Good
S-23	50	Poor	90	Fair
S-24	75	Fair	90	Good
S-25	75	Fair	85	Good
S-26	50	Poor	75	Good
S-27	50	Poor	80	Good
S-28	75	Fair	90	Good
S-29	50	Poor	90	Good
S-30	50	Poor	80	Good

A. The student's pre test and post test in literal comprehension in term main idea

sample	LITERAL COMPREHENSION	
	PRE TEST	POST TEST
S-1	80	80
S-2	80	100
S-3	75	100
S-4	95	100
S-5	85	75
S-6	90	75
S-7	90	80
S-8	95	80
S-9	60	80
S-10	80	75
S-11	75	80
S-12	85	80
S-13	85	80
S-14	85	75
S-15	90	75
S-16	85	80
S-17	85	100
S-18	60	85
S-19	85	80
S-20	85	80
S-21	80	80
S-22	60	80
S-23	60	90
S-24	85	90
S-25	85	85
S-26	60	75
S-27	85	80
S-28	60	90
S-29	55	90
S-30	60	80

B. The result of literal comprehension pre test and post test in term main idea

sample	Pre test X1	Post test X2	D (X1-X2)	D2
S-1	80	80	0	0
S-2	80	95	15	225
S-3	85	95	10	100
S-4	95	90	5	25
S-5	80	85	5	25
S-6	80	90	10	100
S-7	80	90	10	10
S-8	80	85	5	25
S-9	85	85	0	0
S-10	60	75	15	0
S-11	80	85	5	225
S-12	75	85	10	25
S-13	75	80	5	100
S-14	85	90	5	25
S-15	75	85	10	25
S-16	85	90	5	100
S-17	85	90	5	25
S-18	85	85	0	0
S-19	85	85	0	0
S-20	85	90	0	0
S-21	90	85	5	25
S-22	85	90	5	25
S-23	85	85	0	0
S-24	80	80	0	0
S-25	60	90	30	900
S-26	80	80	0	0
S-27	75	80	5	25
S-28	60	80	20	400
S-29	50	75	15	225
S-30	60	75	5	25
X	2,265	2,380	225	2,660
I	75,5	79,33	7.5	88,6

A. The student's pre test and post test in interpretative comprehension in term conclusion

sample	Interpretative Comprehension	
	PRE TEST	POST TEST
S-1	50	80
S-2	80	100
S-3	90	100
S-4	80	100
S-5	25	75
S-6	25	80
S-7	50	75
S-8	25	80
S-9	25	95
S-10	50	85
S-11	25	90
S-12	75	75
S-13	75	80
S-14	50	85
S-15	75	80
S-16	25	90
S-17	90	100
S-18	75	85
S-19	75	75
S-20	75	85
S-21	75	80
S-22	75	85
S-23	50	85
S-24	50	75
S-25	75	80
S-26	25	75
S-27	25	90
S-28	75	90
S-29	50	85
S-30	25	80

B. The result of interpretative comprehension pre test and post test in term conclusion

sample	Pre test X1	Post test X2	D (X1-X2)	D2
S-1	80	80	80	6400
S-2	50	100	20	400
S-3	90	100	10	100
S-4	80	100	20	400
S-5	25	75	50	2500
S-6	50	80	30	900
S-7	25	75	50	2500
S-8	75	80	5	25
S-9	75	75	5	25
S-10	50	80	35	1225
S-11	75	85	15	225
S-12	25	85	60	3600
S-13	25	80	55	3025
S-14	25	85	63	3969
S-15	75	80	5	25
S-16	75	80	5	25
S-17	90	100	10	100
S-18	75	85	10	100
S-19	75	85	10	100
S-20	75	85	10	100
S-21	75	85	10	100
S-22	25	80	55	3025
S-23	25	90	15	225
S-24	75	85	35	1225
S-25	50	80	10	100
S-26	75	80	30	900
S-27	50	75	50	2500
S-28	25	80	55	3025
S-29	25	75	50	2500
S-30	25	50	25	2500
X	1,740	2,645	893	38875
I	58	88,166	29,766	1262,5

APPENDIX E

CALCULATING MEAN SCORE

a) **Mean score of students pre test in literal comprehension**

$$X = \frac{\sum X}{N} = \frac{2,265}{30} = 75,5$$

b) **Mean score of students post test in literal comprehension**

$$X = \frac{\sum X}{N} = \frac{2,380}{30} = 79,33$$

c) **Mean score of students pre test in interpretative comprehension**

$$X = \frac{\sum X}{N} = \frac{1,740}{30} = 58$$

d) **Mean score of students post test in interpretative comprehension**

$$X = \frac{\sum X}{N} = \frac{2,645}{30} = 88,166$$

e) **The improvement of the students score of literal comprehension**

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

$$P = \frac{79.33 - 75.5}{75.5} \times 100\%$$

$$P = \frac{3.83}{75.5} \times 100\%$$

$$P = 5.07\%$$

f) **The improvement of the students score of interpretative comprehension**

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

$$P = \frac{88.16 - 58}{58} \times 100\%$$

$$P = \frac{30.16}{58} \times 100\%$$

$$P = 52\%$$

APPENDIX F

CALCULATING OF T-TEST ANALYSIS

A. T-Test Analysis Of Literal Comprehension

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

$$t = \frac{7,5}{\sqrt{\dfrac{\sum D^2 - \dfrac{(225)^2}{30}}{30(30-1)}}}$$

$$t = \frac{7,5}{\sqrt{\dfrac{2,658}{870}}}$$

$$t = \frac{7,5}{1,747}$$

t = 4, 29

B. T-Test Analysis Of interpretative Comprehension

$$t = \frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{29{,}766}{\sqrt{\dfrac{38{,}848}{870}}}$$

$$t = \frac{29{,}766}{6{,}684}$$

t = 4, 45

APPENDIX G

TABLE DISTRIBUTION OF T-VALUE

Df	a (for two group sample)					
	0.50	0,20	0,10	0,05	0,02	0,1
	a (for one group sample)					
	0,25	0,10	0,05	0,02	0,01	0,005
1.	1,000	3,078	6,314	12.706	31,821	63.657
2.	0.816	1,886	2,920	4,303	6,965	9,925
3.	0,765	1,638	2,353	3,182	4,541	5,841
4.	0,741	1,533	2,132	2,766	3,747	4,604
5.	0,737	1,476	2,015	2,571	3,365	4,032
6.	0,718	1,440	1,943	2,446	3,143	3,707
7.	0,711	1,415	1,895	2,365	2,998	3,499
8.	0,706	1,397	1,860	2,306	2,896	3,355
9.	0,703	1,383	1,833	2,262	2,821	3,250
10.	0,700	1,375	1,812	2,228	2,764	3,169
11.	0,697	1,363	1,796	2,201	2,718	3,106
12.	0,695	1,356	1,782	2,178	2,681	3.055
13.	0,694	1,350	1,771	2,160	2,650	3,012
14.	0,692	1,354	1,761	2,145	2,624	2.997
15.	0,691	1,341	1,753	2,132	2,623	2,947
16.	0,690	1,337	1,746	2,120	2,583	2,921
17.	0,689	1,333	1,740	2,110	2,567	2,898
18.	0,688	1,330	1,734	2,101	2,552	2,878
19.	0,687	1,320	1,727	2,093	2,539	2,861

20.	**0,686**	**1,325**	**1,725**	**2,086**	**2,528**	**2,845**
21.	**0,66**	**1,323**	**1,721**	**2,080**	**2,518**	**2,831**
22.	**0,686**	**1,321**	**1,717**	**2,074**	**2,508**	**2,819**
23.	**0,685**	**1,319**	**1,714**	**2,069**	**2,500**	**2,807**
24.	**0,684**	**1,318**	**1,711**	**2,064**	**2,492**	**2,797**
25.	**0,684**	**1,316**	**1,708**	**0,060**	**2,485**	**2,787**
26.	**0,684**	**1,315**	**1,706**	**0,056**	**2,479**	**2,779**
27.	**0,684**	**1,314**	**1,703**	**2,025**	**2,473**	**2,771**
28.	**0,683**	**1,313**	**1,701**	**2,048**	**2,467**	**2,763**
29.	**0,683**	**1,311**	**1,699**	**2,045**	**2,462**	**2,756**
30.	**0,683**	**1,310**	**1,697**	**2,042**	**2,457**	**2,750**
40.	**0,681**	**1,303**	**1,684**	**2,021**	**2,423**	**2,704**
60.	**0,679**	**1,296**	**1,671**	**2,000**	**2,390**	**2,660**
120.	**0,677**	**1,289**	**1,658**	**1,980**	**2,358**	**2,617**
	0,674	**1,282**	**1,645**	**1,960**	**2,362**	**2,676**

The Percentage of Classification of the Students' Score of Literal Comprehension and Interpretative Compression

1. **Percentage Pre test in interpretative comprehension**

    a) **Very good**

    $$\frac{4}{30} \text{ x } 100\% = 13, 3\%$$

    b) **Fair**

    $$\frac{3}{30} \text{ x } 100\% = 10\ \%$$

    c) **Poor**

    $$\frac{1}{30} \text{ x } 100\% = 3,33\%$$

    d) **Very poor**

    $$\frac{22}{30} \text{ x } 100\% = 73.33\%$$

2. **Percentage post test in interpretative comprehension**

    a) **Very good**

    $$\frac{3}{30} \text{ x } 100\ \% = 10\ \%$$

    b) **Good**

    $$\frac{7}{30} \text{ x } 100\ \% = 23.33\ \%$$

    c) **Poor**

    $$\frac{14}{30} \text{ x } 100\ \% = 46,66\ \%$$

    d) **Very poor**

    $$\frac{6}{30} \text{ x } 100\ \% = 20\ \%$$

3. **Percentage Pre test in literal comprehension**

    a) **Good**

$$\frac{4}{30} \text{ x } 100 \text{ \% } = 13,33 \text{ \%}$$

b) **Fair**

$$\frac{24}{30} \text{ x } 100 \text{ \% } = 83,33 \text{ \%}$$

c) **Poor**

$$\frac{2}{30} \text{ x } 100 \text{ \% } = 6,66 \text{ \%}$$

4. **Percentage post test in literal comprehension**

a) **Very good**

$$\frac{1}{30} \text{ x } 100 \text{ \% } = 3,33 \text{ \%}$$

b) **Good**

$$\frac{26}{30} \text{ x } 100 \text{ \% } = 86, 66 \text{ \%}$$

c) **Fair**

$$\frac{3}{30} \text{ x } 100 \text{ \% } = 10 \text{ \%}$$

DOKUMENTATION

Pre test

Treatment

Post test

CURRICULUM VITAE

NASRAH, was born Desember 1ˢᵗ, 1994 in Malaysia. She is the last child from one brother and three sisters from the marriage of her parents Alm. Sahi senda and Nurharda. In 2002-2004 she registered as student elementary school Kebangsaan Malaysia and then at 2004 she registered as a student in SDN 33 Sossok ,Enrekang regency and he graduated in 2007. The next in the same year the writer registered as a student in SMP Negeri 1 Anggeraja and graduated in 2010. Then the writer registered in senior high school, SMA Negeri 1 Anggeraja and graduated in 2013. In 2013, the writer registered to study of English department in Makassar Muhammadiyah University, During Study in Muhammadiyah University.