

CHAPTER 1

INTRODUCTION

This chapter discusses the background of the study, the problem of the study, the objectives of study, the significance of study, the scope and limitation of study, and the definition of key terms.

A. Background of the study

As people enter to a new era which is called information and globalization age, productive and educated citizens require stronger literacy abilities especially in English, not only as global language but also as the language of science, technology and advanced research. As a result, the man with stronger and wider knowledge will be more valuable. In Indonesia, English is known as a foreign language with very limited use including the place time, and environment. However, the age of information growth is likely demands on people's reading ability in English language. It plays an important role in the process of globalization as international language. This is the reason why Indonesian government chooses English as an important foreign language to be taught in school.

In this research, the writer would deal with reading achievements based on the consideration that success in reading will be very important for students both for academic and vocational advancement. For more than a quarter of a century language teachers have been dominated by the idea that speech is the primary form of language, writing is secondary. So, it is logic that there is such a common sense that

teaching language is nothing more than a remedial stage of preparation to the more rigorous. Moreover, reading is regarded as somewhat dull because today's generation gets philosophy from the movie. In fact, studying literature can assure intellectual stimulation even at the beginning stages of learning. The student have master four language skills. the four language skill are listening, speaking, writing and reading. In this study, the researcher will only focus on one of the skills, that is reading skill.

Reading comprehension is an active comprehension process, which depends not only on the learner comprehension skills, but also on their experience learner knowledge in English. In this case the researcher interest to investigate using humor stories to improve student's reading comprehension achievements on narrative text. Yet humor is an extremely complex, slippery, and multifaceted concept. First and foremost humor is an emotion that can be summed up in that kind of positive feeling of glee, usually, but by no means exclusively manifested through smiling or laughter in response to a stimulus we have found to be amusing. Furthermore, it is generally acknowledged that humorous stimuli, things that make us smile or laugh, whether visual, verbal, or situational, contain some kind of positive incongruity that will trigger a mirthful response (Chambers, 2000: 89).

There are previous studies which are relevant with this study. The first researcher was done by Jovita Magdalena with the title "Using Humorous Stories as Supplementary Materials in the Teaching of Reading Comprehension"(Magdalena, 2010). In her study, she intended to suggest the kinds of humorous stories a teacher should give as supplementary materials in reading class and the steps a teacher should

use to teach these materials. And the result is the students can motivated to read, their vocabulary are increased and broaden their knowledge.

In whatever form it may occur, however, humor does not arise in a vacuum thus a central aspect of humor is its social function. In fact, humor can act as an ice breaker, as a bonding device, as a pacifier, as a distraction in moments of pain and anxiety. Equally, humor can be used to attack others and therefore may also irritate, anger, hurt, and offend.

According to Sudjoko in Hamka 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 smartness, humor can make someone tolerate something and humor also can help someone to comprehend any complex matters (Gee, 2000: 18).

Based on this reason teacher should introduce the humor stories as an alternative way to give variation to the students in teaching and learning process, because researcher knows the students' reading ability when doing teaching practices at the school. Researchers know the ability of students to read, many feel bored when told to read, especially in English language. That's why the writer chose **“USING HUMOROUS STORIES TO IMPROVE STUDENTS' READING ACHIVEMENTS ON NARRATIVE TEXT AT SMK MAHRUSIYAH”**.

B. Statement of the Problem

According to the statement above, the research question are formulated as follow: How can humorous stories improve students' reading achievements on narrative text of the eleventh grade at SMK Al Makhrusiyah?

C. The Objective of the Study

Based on the research statement, the particular study aimed at finding out how can using humorous story can improve the students' reading achievements of the eleventh grade of SMK Al Mahrusiyah Kediri.

D. Significant of the Study

Theoretically, this study can provide more information for readers, teachers or other researchers about the effectiveness of using humor stories to facilitate student's reading achievements, especially in narrative text.

Practically, it hoped that this study can help the teachers in choosing the appropriate method and media in teaching reading, especially in narrative text. The use of humor stories in English version can also increase student's ability in narrative text. So, hopefully it will motivate them to learn reading by using interesting media namely humor stories.

Pedagogically, this study gives contribution in learning, especially on reading that focus in narrative text. It is also tells about how effective to facilitate student's reading achievements in narrative text using humor stories itself. Therefore, the teachers can encouraged to use media that having important role in teaching in order to make the student's enjoy and easy to learn reading.

E. Limitation of the Study

The researcher focuses on using humor stories to improve students reading comprehension on narrative text.

F. Definition of Keyterm

Definiton is intended to avoid ambiguity in perception of some term used in this study they are operationally only applied to this study, the definition are as follows:

1. Humor stories

Humor is the quality that makes something seems funny or amusing: comicality, it also means mood, state of mind humor must be funny but it has to be considered that funny element is not the humor but symptom of it. Funny is used in the little to refer to humor and act, which can cause laughter (Magdalena, 2010: 34).

2. Narrative text

Narrative text is a story with complication or problematiceventsand it tries to find the resolutions to solve theproblems. An important part of narrative text is thenarrative mode, the set of methods used to communicate thenarrative through a process narration. Narrativeresearchhas many forms, uses a variety of analytical practices, andis rooted in diverse social and humanities disciplines.

3. Reading

Reading is one of the pillars of the act of reading. When a person reads a text he engages in a complex arrayof cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds,

letters and words) and ability to comprehend or construct meaning from the text. Ediger identifies that the use of basal texts in classroom has been a popular method in teaching reading (Grellet, 2000: 100).