

CHAPTER 1

INTRODUCTION

This chapter presents an introduction of this research. It is divided into six parts: the background, the problem, the objective of the research, the operational definition, the significance of the research, and the scope of the research that will be discussed as follow:

1.1 Background of the Research

Reading becomes one of the important language skills that students need since the first time they start to study English. Through reading they can get much information, knowledge, as well as insight. Without information they will not know anything happens around the world, especially reading text of English lesson. So, that is why students need to be good in reading and get much information to increase their knowledge and ability. In addition, the students are expected to develop their reading ability in understanding and comprehending many kind of text.

Based on observation conducted by the researcher at SMAN Pakusari, there were some problems during the teaching and learning reading itself. It could be seen that (1) the students had difficulty to find the general and specific information of the English text. (2) many students had low score in reading comprehension. Therefore, the teacher are supposed to be creative in teaching

learning process to create a good atmosphere, to improve and make the English lesson more exciting.

In order to solve the problem above, the teacher should develop an appropriate strategy to make students understand how and what they have read. Thus, the researcher tries to apply an alternative strategy in teaching reading comprehension by using humorous text. As a result of the previous research by Nancy (2010) teaching an advanced ESL speaking course, humorous can present as socially and psychologically beneficial to students, helping to relax them, to create a comfortable classroom atmosphere, to create bonds among classmates, to raise student interest, and simply to make learning more enjoyable.

Based on the background above, the researcher is interested in making a different effort with the previous research to know whether the use of humorous text can improve students' reading comprehension and conduct the research with the title " *The Use of Humorous Text to Improve students' Reading Comprehension at the Tenth Grade of SMAN Pakusari in the 2017/2018 Academic Year.* "

1.2 The Problem of the Research

Based on the background of the research above, the problem of this research can be formulated as follow: How can the implementation of humorous text improve student's reading comprehension at tenth grade of SMAN Pakusari in the 2017/2018 Academic Year?

1.3 The Objective of the Research

The objective of this research referring to the research problem is to know how humorous text can improve reading comprehension at SMAN Pakusari in the 2017/2018 Academic Year.

1.4 The Operational Definition

The operational definition of the research are necessary in order to avoid misunderstanding of the research concept. The operational definitions in this research cover the following terms:

1.4.1 Reading Comprehension

Reading Comprehension is the ability to understand a content of the text that being read. It has benefit and important role in human life, especially students. From understanding the text, student will get much information and enrich their knowledge

1.4.2 Humorous Text Strategy

Humorous text strategy is the way to get students to read and make them take pleasure of their reading. It is apparent that humor influences the reading classes and reading task by motivating students, providing pleasure and interest for them.

1.5 The Significance of the Research

The result of this Classroom Action Research are expected to give advantages to the following people:

1.5.1 The English Teacher

The result of this research may encourage the English teacher to apply the humorous text strategy in teaching learning process to improve students' reading comprehension.

1.5.2 The Students

It is expected that students improve their reading comprehension through the use of humorous text.

1.5.3 The Other Researcher

Hopefully, the result of this research will give information and can be used as a reference for the future researchers to conduct a further research dealing with a similar problem, but with different English skill or components, for example : the use of humorous text to improve students' writing skill

1.6 Scope of the Research

The independent variable is the use of humorous text in teaching reading skill and dependent variable improvement the students' reading comprehension. The population or subject is tenth grade students. The location at SMAN Pakusari in the 2017/2018 Academic Year.