

ENHANCING STUDENTS' ACHIEVEMENT AND MOTIVATION TOWARD READING COMPREHENSION BY USING HUMOR STORY AT THE 11th GRADE OF SMK NEGERI 6 BULUKUMBA

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ABSTRACT

The objective of the study was to find out the students' achievement and motivation toward reading comprehension by using humor story. The researcher applied a pre-experimental design with one group pre-test and post-test design. The subject of the research was the eleventh grade of SMK Negeri 6 Bulukumba year 2017-2018. The sample consist 17 students. This research was conducted for eight meetings. The data were collected through test where humor story is one of material that usually used to find out the significance of the students achievement in reading comprehension and questionnaire test use to find out the students motivation in reading comprehension. The result of the data analysis showed that there was significant difference between pre-test and post-test. The researcher's findings indicated that humor story was enhanced students reading comprehension in terms of interpretive comprehension. It was provided by the students' mean score in pre-test was 5.55 and post-test 7.41. it showed that the students' reading comprehension in post-test was higher than pre-test. The value of t-test was 9.31 and it was greater than t-table 2.120 at the level of significance ($p = 0.5$ with degree of freedom $(df) = N - 1 = 16$ where $N = 17$ students. It was found that the result of t-test value was higher than the t-table ($9.31 > 2.120$). It means that the alternative Hypothesis (H_1) was accepted and the Null Hypothesis (H_0) was rejected. In other words, humor story can be used to enhance students' reading comprehension skill. Besides, students' motivation score in reading comprehension was dominant in competition in reading were the mean score 65.25. It can be concluded that the used humor story approach was able to give greater contribution in teaching and learning reading comprehension.

Keywords: Humor Story, Reading Achievement, Reading Motivation

INTRODUCTION

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

In reading comprehension, the message to be imposed in the write form is the most important element that the students must recognize, because the primary

purpose of reading is to know the thoughts express in the printed material. Therefore, reading with comprehension is only a way for the students to arrive at what they want to know from the reading material. However, the problem is how to make them comprehend.

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

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

There are some factors of students' difficulties in learning English, especially in reading comprehension skill. First, students have difficulties in comprehending English text because the students are lack of vocabulary. Second, the students themselves did not have motivation to read, especially in long written texts. Third, students have difficulties to identify explicit information in a text and students are unable to find the main idea of the text. The other factor is the teachers always use the same method to teach English subject like direct method. In learning process the students did not active and pay attention the material. The students felt bored and passive in the class because the teachers dominate more active. As value of observation in the classroom is students has score 5.5, while the standard KKM score is 6.5. That is why in teaching process needs material that make students enjoy and motivate to learn so that the students can be stimulated in facing the English learning.

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

1. Does the use of humor story enhance students' achievement toward reading comprehension at the eleventh grade of SMK Negeri 6 Bulukumba?
2. Does the use of humor story motivate students' reading comprehension at the eleventh grade of SMK Negeri 6 Bulukumba?

LITERATURE REVIEW

An article by Orekoya et.al (2014) they concluded that the benefits and significance of humor socially, and cognitively through the facilitation of playful learning environment, reduction of learning anxiety, and the stimulation of

students' learning motivation, are liable of creating in children the desire for the tickling sensation that accompanies humorous reading materials.

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

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

Halimah (2002) *The Students' Interest in Learning Speaking by Using Written Humor* she concluded that the students have positive attitude toward the use of written humor in learning speaking because the written humor can motivate and activate students in learning speaking beside that students' do not feel stress in learning by using written humor.

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

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

Motivation

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

The word motivation is accept for most fields in learning that motivation is essential to success. We need the motivation when we have to do something to succeed. Without such motivation we will almost certainly fail to make necessary effort. There are many factors that depend on motivation, such as motivation is very influent in learning English. When the learners are not motivated, they will not take risk in learning English or even paying any attention to learn it. As a

result, motivation is consider an essential element along with language capacity in shaping success in learning new language in classroom setting.

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

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

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

Humor

Sudjoko in Syahrul (2013: 22) says that humor can function to do all intention and all goals in every facet, humor can make someone to see problem in any different sides, humor can entertain, humor can swift mind, humor can increase someone smartness, humor can make someone tolerate something and humor also can help someone to comprehend any complex matters. Humor and fun are intrinsically motivating and arouse and maintain interest during the lesson (Martin, 2006: 354)

Tamblyn in Hayati (2011: 653), introducing humor as a mnemonic device, explains that humor entertains learners and this entertainment develops intrinsic motivation which is essentially what is called personal relevancy. In clarifying the role of humor in presenting information visually, he believes that everyone remembers pictures far better than words or thoughts. Humor and more specifically jokes qualify as visuals; for a joke to be funny, one has to get a mental picture of it. Supporting the same idea, Schmidt and Williams in Hayati (2011: 653), in their study, provided strong evidence for the mnemonic benefit of humor. They believe that the positive effect of humor on recall maybe that humorous material leads to sustained attention and subsequent elaborative processes. They further emphasize that this sustained attention is not simply verbal rehearsal, nor does it require an intention to learn material.

METHODS

The researcher applied pre-experimental method, with one group pre-test and post-test design and the participants were the major of XI TKJ (Teknik Komputer dan Jaringan) at the eleventh grade of SMK Negeri 6 Bulukumba academic year 2017-2018 with 17 students. The certain reason in chose XI TKJ as a sample because based on observation and interview with the English teacher in SMK Negeri 6 Bulukumba; the students' in this class have low achievement in reading comprehension, the students still found some general problems to comprehend and understand the reading text.

Instrument of the Research

1. Essay Test

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

2. Questionnaire

The researcher used questionnaire test to know the students' motivation to read. The questionnaire student' reading motivation assessed by using the revised Motivation Reading Questionnaire (MRQ) developed by Guthrie and Wigfield (1995), because this questionnaire has been proved reliability and validity. The questionnaire consisted of 53 items questionnaires, and the item has four options on a scale from 1 to 4, where 1 (very different for me), 2 (*a little different for me*), 3 (*a little like me*), 4 (*a lot like me*). Before asking the students fill the questionnaires, the writer gave the explanation and direction about what the students should do with the questionnaires.

RESULT

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

The Enhancement of Students' Achievement in Reading Comprehension (Interpretive Comprehension)

The Enhancement of the students' Interpretive Comprehension at the eleventh grade of SMK Negeri 6 Bulukumba by using humor story was presented clearly in table 1:

Table 1. Score of the Students' Interpretive Comprehension

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

Table 1 indicated the students' mean score in pre test (5.44) was different from the post-test (7.5). It means that the mean score of the post-test was greater than the pre-test. There was different between students' score of interpretive comprehension before and after treatment in reading by using humor story. The data analysis showed that the students' mean score improved from pre-test to post-test. Humor story was effective to enhance the students' reading comprehension with the percentage (37.83%) from the mean score (5.44) on pre-test to be (7.5) on post-test.

The Frequency and Rate Percentage of the Students' Score

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

Table 2. The Frequency and Rate Percentage of Student' Score

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

Table 2 shows that in the pre-test there were 3 student (17.64%) who got "very poor" score, 7 students (41.17%) who got "poor" score, 6 students (35.4%) who got "fairly", and only 1 students (5.9%) got "fairly good". It shows that none of them got "good", "very good" and "excellent" score.

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

Test of Significance in the Students' Reading Comprehension

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

Table 3. T-test of the Students Reading Comprehension

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

Table 3 shows that the value of t-test (9.31) (See clearly the t-test value in appendix F.8) was greater than the value of t-table (2.120) for the level of significance (p) = 0.5. It indicated that there was a significant different between the pretest and posttest of the students' reading comprehension skill in term of interpretive comprehension.

The Students' Motivation in Reading Comprehension

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

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

Table 4. The Distribution of the Students' Motivation in Reading Comprehension

| No | Type | Item Number | Total Score | Mean Score |
|----|----------------------------|--------------------------|-------------|------------|
| 1 | Reading Efficacy | 7,15,21 | 117 | 39 |
| 2 | Reading Challenge | 2,5,8,16,20 | 220 | 44 |
| 3 | Reading Curiosity | 4,10,14,19,25,29 | 334 | 55.7 |
| 4 | Reading Involvement | 6,12,22,30,33,35 | 259 | 43.14 |
| 5 | Importance of Reading | 17,27 | 95 | 47.5 |
| 6 | Reading Work Avoidance | 13,24,32,40 | 152 | 38 |
| 7 | Competition in Reading | 1,9,41,44,49,52 | 261 | 65.25 |
| 8 | Recognition for Reading | 18,28,37,43,47 | 214 | 42.5 |
| 9 | Reading for Grades | 3,38,50,53 | 173 | 43.25 |
| 10 | Social Reasons for Reading | 11,26,31,39, 42,45,48 | 218 | 31.14 |
| 11 | Compliance | 23,34,36,46,51 | 216 | 43.2 |

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

DISCUSSION

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

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

The description of the data collected from students' reading comprehension in term of interpretive comprehension in the previous section showed that the students' reading comprehension had enhanced. It was supported by the mean score and percentage of the students' result in pretest and posttest. Based on the findings above, the use of humor story affected the students' mean score was greater in posttest rather than before teaching them by using humor story as material.

The Enhancement of the Students' Reading Comprehension by Using Humor Story

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

Sudjoko in Syahrul (2013: 22) says that humor can function to do all intention and all goals in every facet, humor can make someone to see problem in any different sides, humor can entertain, humor can swift mind, humor can increase someone smartness, humor can make someone tolerate something and humor also can help someone to comprehend any complex matters. The researcher used humor story as supplementary material in teaching reading to help the students' interested to comprehend the text, and enjoy in learning process.

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

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

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

From the treatment one the researcher gave explanation about reading comprehension and used humor story to stimulated the students and make the students to interest in learning process. After some treatments the students’ started active in learning process, not all of students active in learning process. The next meeting the researcher asked the students again what their difficulties about humor story and gave motivation for students to more active and interest to learn especially in reading text. The researcher gave essay test in treatment to know the students development in reading comprehension. Murniasih (2013: 16) stated motivation is kind of internal derives that pushes someone to do things in order to do something, and it has a significant role in teaching learning process.

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

The Enhancement of the Students’ Motivation

Relating to the data collected questionnaire it is show the students’ motivation in reading comprehension of SMK Negeri 6 Bulukumba. It was supported by the mean score the item of scales. Based on the enhancement of the

students' score in reading comprehension, it also effects of the students' motivation in reading skill. In the learning process students need motivation as an encouragement to be more active and interested in learning process. In this case the teacher important role to motivate and stimulate students' in the learning process. Uno (2016: 23) stated motivation is a critically important factor for learning, why students' learn and how they learn is influence by their level of motivation to learn.

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

Motivation is one of factor that affects the students' activity in learning. The student motivated will be more enthusiastic and interested to learn. In addition, motivation also as factor driving student achievement in learning process. In this case the researcher used humor story as learning material to motivate students to be more active and enhance students' achievement in reading comprehension. Orekoya et.al (2014) they stated that the benefits and significance of humor socially, and cognitively through the facilitation of playful learning environment, reduction of learning anxiety, and the stimulation of students' learning motivation, are liable of creating in children the desire for the tickling sensation that accompanies humorous reading materials. Humor story was enhanced students' reading comprehension and motivates the students to read.

The result of the students' motivation in reading comprehension, the dominant of student' motivation from 11 type motivation is *competition in reading* and the low motivation is *social reason for reading*. In the questionnaire there were type 1 (Reading Efficacy) got 39 score, type 2 (Reading Challenge) got 44 score, type 3 (Reading Curiosity) got 55.7 score, type 4 (Reading Involvement) got 43.14 score, type 5 (Importance of Reading) got 47.5 score, type 6 (Reading Work Avoidance) got 38 score, type 7 (Competition in Reading) got 65.25 score, type 8 (Recognition for Reading) got 42.5 score, type 9 (Reading for Grades) got 43.25 score, type 10 (Social Reasons for Reading) got 31.14score, type 11 (Compliance) got 43.2 score. Humor story can motivate the students to read the text. Tamblyn in Hayati (20011: 653), introducing humor as a mnemonic device, explains that humor entertains learners and this entertainment develops intrinsic motivation which is essentially what is called personal relevancy.

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

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

The Significance of the Students' reading comprehension

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

CONCLUSION

Humor story was enhancing students' achievement in reading comprehension in term interpretive comprehension. The enhancement of the students' mean score in interpretive comprehension could be seen in pretest (5.44) and posttest (7.5) with the percentage (37.83 %). There was a significant difference of reading comprehension for the students'. The findings indicated that t-test was greater than t-table in reading comprehension skill was $9.31 > 2.120$.

Using humor story motivate the students' reading comprehension because humor story make students' to enjoy and funny in reading process. The dominant motivation of the students is *Competition in Reading* with mean score could be seen in questionnaire test (65.25).

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