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STUDY OF STUDENTS IN READING INTEREST THROUGH HUMOR STORY AT SMP NEGERI 18 BAUBAU
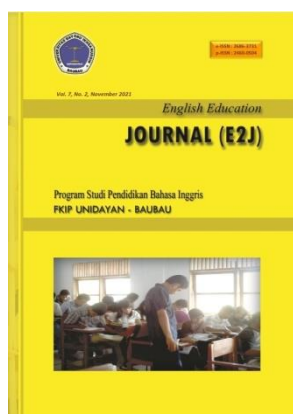
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Abstract
The problem statement based on the background of the research, the research of problems statement formulated, is there any significant difference Study of Students in Reading Interest through Humor Story at SMP Negeri 18 Baubau. This research used a quantitative approach with applying Descriptive methods. Population on this research was the eighth grade students of SMP Negeri 18 Baubau consisted of 256 students. The sample was taken by using a purposive sampling technique consisted of 30 students. The results of this research showed that the based on T table the value was 1,991 and T count was 62,129. It can conclude that t count was 62,129 > 1,991 of T table, so that Ho was rejected and H1 was accepted. It means that there was not significant difference Study of students' interest in reading through humor story.
Keywords: humor story, reading interest

Abstrak
Rumusan masalah berdasarkan latar belakang penelitian, maka rumusan masalah penelitian dirumuskan, Apakah ada perbedaan yang signifikan Pembelajaran Minat Baca Siswa melalui Cerita Humor di Smp Negeri 18 Baubau. Penelitian ini menggunakan pendekatan kuantitatif dengan menerapkan metode Deskriptif. Populasi dalam penelitian ini adalah siswa kelas VIII SMP Negeri 18 Baubau yang berjumlah 256 siswa. Sampel diambil dengan menggunakan teknik purposive sampling yang terdiri dari 30 siswa. Hasil penelitian menunjukkan bahwa berdasarkan T tabel diperoleh nilai 1,991 dan T hitung sebesar 62,129. Dapat disimpulkan bahwa t hitung sebesar 62,129 > 1,991 dari T tabel, sehingga Ho ditolak dan H1 diterima. Artinya tidak terdapat perbedaan yang signifikan minat baca siswa melalui cerita humor.
Kata kunci: cerita lucu, minat membaca

1. INTRODUCTION

The COVID-19 pandemic is also having a severe impact on higher education because universities were closing students place and countries closed student's borders in response to the lockdown Measurement. Although educational institutions are running fast to update face-to-face with on line studying, this gaining knowledge of and examinations are affected as properly safety and felony fame of students. Possibly most significantly, the disaster increases questions about the fee provided through the ministry of education and tradition, consisting of social networking and opportunities instructional content material. To live applicable, colleges want to rediscover college students' gaining knowledge of surroundings in order that it is digitizing develop and equip students' teachers and others relationships.

Education in Baubau city schools are currently by using media online based on government regulations in teaching and learning process. teachers and students are required to use technology but technological inequality between schools in big cities and regions, limited teacher competence in the use of learning applications, limited resources for utilizing educational technology such as the internet and quotas, student' parents relations in online learning that have not integral, limited ability in the economy.

Reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it Alshammari [1]. In reading, the students should be taught to use what students' know to understand unknown elements, whether these are ideas or simple words.

First of all, humor gets people to listen because the used of appropriate humor helps with learning, the use of humor as pedagogical tool has been shown to reduce classroom anxiety, create a more positive atmosphere, as more as facilitate the learning process. Moreover, humor builds trust as a social benefit of humor include group cohesiveness , reduction of status differentials, diffusion of conflict, team and trust building among divers groups. Besides, humor enhance one's ability to solve problems, studies have shown that simply watching comedy films can improve creative problem solving skills.

Humor has disadvantages such as disturb the learning environment. When the students start to laugh, students' can forget about the lessons. Then, the teacher must work harder to get students into learning again. The humor will use in the classroom also can lead to low self-esteem for some students who do not comprehend the humor and for the teacher who brings inappropriate humor. There is no doubt that humor is an important thing in our life, and it is one of very helpful values in our society, this value has a lot of advantages as well as some disadvantage Brown [2].

The researcher already did pre observation in SMP Negeri 18 Baubau that mostly Students in SMP Negeri 18 Baubau lack of interest in learning English especially in reading cause, students in SMP Negeri 18 Baubau less to read English book, so students do not know how to learn English through reading. Students are also difficult to read words in English. Students are difficult to know the meaning in English through reading. Students also difficult to remember the words English by reading skill. The method used by the teachers when teaching still uses monotonous style.

Also notes that interest is a sense of preference and a sense of interconnectedness on a matter or activity, with no one force to do it. Moreover, everyone has a tendency to always be in touch with something that he or she considered giving pleasure and happiness. The feeling of pleasure and the desire to acquire can develop what has made him or her happy Ulfah [3].

Interest is the set of attending, the tendency to present selective interest to something. Hobby arises thru the interplay of primary wishes and the method used to meet them. The scholars who are inquisitive about studying are individuals who fulfill the primary needs of private adequacy or self-esteem, shallowness of others, interest, or achievement.

Learning methods are the ways of presenting materials done by the teacher to occur the right process to achieve the goal. So, the teacher must be smart for choose the best method to achieve the objective learning Sutikno [4].

Ur [5] states that sometimes we find the reading text easier to understand is difficult to judge, since our level of English is obviously too high for this example; but for the leader, the purpose could probably have been easier simply because of the preparation of topic and

vocabulary which is provided through some questions related to text.

It has been explained above that reading is a complex process, it is not only to read the text but the reader must be able to comprehend the writer's message so the reader can express the idea, infer conclusion in order to obtain information. Regarding the important of reading, the teaching of reading should be started as early as possible.

Rahim [6] Interest in reading is a strong desire with the efforts of someone to read. He further explained that someone who has a robust hobby in reading will be manifested in student's readiness, to obtain studying material after which students our consciousness. Interest in reading is a robust and deep interest with a feeling of pleasure towards reading activities that may lead someone to read by his/her own will.

Interest in reading will be a habit of reading if readable material is available to read and there is enough time for reading. In reading habits, the motives is no longer for pleasure but also for obtaining the necessary new information or knowledge.

Studying interest is a sense that accompanies or reasons unique interest to studying. The scholars can also examine actively if college students' are interested by analyzing. Reading interest could make them do not forget studying activity as a recurring hobby for them.

According to English teacher in SMP Negeri 18 Baubau that students really less interesting in learning English especially in Reading, cause students do not really understand the meaning and the words of English Language.

Based on explanation above, the researcher conducted research with the title "Study of Students in Reading Interest through Humor Story at SMP Negeri 18 Baubau". The researcher conducts in SMP Negeri 18 Baubau. In this research, the researcher hopes that Humor Story in reading interest can make students be more enjoyable in learning reading by Humor Story and can make students interest in reading, the School hopes that this research can be improved students interest through Humor Story.

2. METHOD OF THE RESEARCH
2.1 Type of the Research

This research used a quantitative approach with applying Descriptive methods. According to the aim of this research was to find out there any significant effect of Study of Students in Reading Interest through Humor Story at Smp Negeri 18 Baubau on grade eight at SMP Negeri 18 Baubau.

2.2 Variable of the Reasearch

This research used two different variables, independent Variable is Students' Reading Interest and dependent Variable is Humor Story.

2.3 Population and Sample of the Research

The Population in this research is all of students on grade eight of SMP 18 Baubau. Based on the data obtained from the school, the total populations are students are 256 students which consist of 8 classes.

The sample in this research was used it meant that the sample choose based on the class. So, the sample of this research is on grade eight of SMP Negeri 18 Baubau, which were consist of 30 students at SMP Negeri 18 Baubau in the school year of 2021/2022, using a purposive sampling technique. Purposive is a sampling technique with certain considerations Sugiyono [7].

2.4 Instrument and Technique of Data Collection

The technique in collecting the data of this research was questionnaire. Questionnaire was find out students Reading Interest perception based on students' answer of response toward questionnaire items to measure the students 'Reading Interest through Humor Story.

Table 1. Blueprint of Reading Interest Questionnaire

Sub-variable	Indicator	Items	Total Items
Enjoyment	To find out if students enjoy and have an interest in reading texts outside or in the process of learning and teaching English	2,3,5	3
Motivation	To find out if students have motivation in reading English texts	6,7,10	3

Attention	To find out if students are attentive in reading English texts	1,4,8,9	4
Total			**10**

2.5 Technique of Data Analysis

The data obtained from the research are scored and tabulated then analyzed descriptively the data are analyzed quantitatively frequencies and the inferential by using with the help of SPSS Version 25 for windows.

2.5.1 Descriptive Statistics

Descriptive statistics was to determine the students' Reading Interest and the the questionnaire is administering. the researcher found out the score and analysis of Reading Interest student's by using Humor Story. Category of Reading Interest will follow the following criteria:

Table 2.
The Category of Reading Interest

Category	Number
Sangat Setuju	4
Setuju	3
Tidak Setuju	2
Sangat Tidak Setuju	1

To determine the students' Reading Interest, the researcher used the following criteria[4]:

Table 3. Category Scoring of Questionnaire

Score Range	Classification
90-100	Very High
70-89	High
60-69	Moderate
≤ 55	Low

2.5.2 Inferential Statistics

Inferential statistics were often used to compare the differences between the treatment groups. There were many types of inferential statistics and each appropriated for a specific research. The purpose of test one sample t test is to compare the average sample that was examined with the existing population average. Validity and reliability may also be used to test hypotheses in descriptive statistics. Test one sample t test is

part of the paramedic statistic. Therefore, the basic assumption that must be met is normal distributed research data.

3. RESULT AND DISCUSSION
3.1 Result

This research, there were two kinds of data analysis that are presented those are descriptive statistic and inferential statistic. The descriptive statistic displays score and analysis of Study of Students in Reading Interest through Humor Story at SMP Negeri 18 Baubau, while the inferential statistics presents the testing of hypothesis.

3.1.1 Descriptive Statistics

This research aimed found out the significance difference to Study of students' interest by using humor story.

Table 4. Descriptive Questionnaire
Reading Interest

Mean	31.50
Std. Error of Mean	507
Median	31.50
Mode	31
Std. Deviation	2.776
Variance	7.707
Range	15
Minimum	21
Maximum	36
Sum	945

Based on the table above, the mean was 31.50, the median was 31.50, the standard error of mean was .507, the mode was 31, standard deviation was, 2.776, the variance was 7.707, the range was 15, the minimum was 21, the maximum 36.

Table 5. Value of Enjoyment

Enjoyment					
		Freque ncy	Perce nt	Valid Perce nt	Cumulat ive Percent
Valid	1	2	1.7	2.2	2.2
	2	4	3.3	4.4	6.7
	3	58	48.3	64.4	71.1
	4	26	21.7	28.9	100.0
	Total	90	75.0	100.0	
Missi ng	Syste m	30	25.0		
Total		120	100.0		

Based on the table above that totally disagree value was 1, the frequency was 2, percent was 1.7, Valid Percent was 2.2, and Cumulative Percent was 2.2. Disagree was 2,

the frequency was 4, the percent was 3.3, the valid percent was 4.4, and the cumulative percent was 6.7. The value of agree was 3, the frequency was 58, the percent was 48.3, the valid percent was 64.4, and the cumulative percent was 71.1. The value of totally agree was 4, the frequency was 26, the percent was 21.7, the valid percent was 28.9, and the cumulative percent was 100.

Table 6. Value of Motivation

Motivation					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6	5.0	6.7	6.7
	3	63	52.5	70.0	76.7
	4	21	17.5	23.3	100.0
	Total	90	75.0	100.0	
Missing	System	30	25.0		
Total		120	100.0		

Based on the table above that totally disagree value was 1, the frequency was 0, percent was 0, Valid Percent was 0, and Cumulative Percent was 0. Disagree was 2, the frequency was 6 the percent was 5, valid percent was 6.7, and the cumulative percent was 6.7. The value of agree was 3, frequency was 63, percent was 52.5 valid percent was 70, and cumulative percent was 76.7. The value of totally agree was 4, frequency was 21, percent was 17.5, valid percent was 23.3, and cumulative percent was 100.

Table 7. Value of Attention

Attention					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	2	1.7	1.7	1.7
	2	5	4.2	4.2	5.8
	3	92	76.7	76.7	82.5
	4	21	17.5	17.5	100.0
	Total	120	100.0	100.0	

Based on the table above that Totally disagree value was 1, the frequency was 2, percent was 1.7, Valid Percent was 1.7, and Cumulative Percent was 1.7. Disagree was 2, the frequency was 5 the percent was 4.2 ,valid percent was 4.2, and the cumulative percent was 5.8. The value of agree was 3, frequency was 92, percent was 76.7 valid percent was 76.7, and cumulative percent was 82.5. The

value of totally agree was 4, frequency was 21, percent was 17.5, valid percent was 17.5, and cumulative percent was 100.

Table 8. Scoring Category Reading Interest

Score Range	Frequency	Percentage (%)	Interval
90-100	7	23.3	Very High
70-89	8	26.7	High
60-69	0	0	Moderate
≤ 55	15	49.9	Low
Total	**30**	**100%**	

Based on the table above, it was found that was questionnaire for class there was 7 students in very high category, there was 8 students in high category, there were 0 students in moderate category and there were 15 students in low category.

3.1.2 Inferential Statistics

Based on the results questionnaire, it was found that the data through validity and reliability, so the Therefore, in calculating inferential statistics, the researcher used One Sample t test.

Table 9. One Sample T-test

t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper
62.149	29	.000	31.500	30.46	32.54

Based on the table above that T count was 62.149, the df was 29, the sig tailed was 0.000, the mean difference was 31.500, and the confidence interval of the difference was lower is 30.46, and upper 32.54.

3.2 Discussion

Based on the explanation above, the mean was 31.50, the median was 31.50, the standard error of mean was .507, the mode was 31, standard deviation was, 2.776, the variance was 7.707, the range was 15, the minimum was 21, the maximum 36, and the sum was 945 category.

Based on the table above that the Enjoyment value consist of totally disagree value was 1, the frequency was 2, percent was 1.7, Valid Percent was 2.2, and Cumulative Percent was 2.2. Disagree was 2, the frequency was 4, the percent was 3.3, the valid percent was 4.4, and the cumulative percent was 6.7. The value of agree was 3, the frequency was

58, the percent was 48.3, the valid percent was 64.4, and the cumulative percent was 71.1. The value of totally agree was 4, the frequency was 26, the percent was 21.7, the valid percent was 28.9, and the cumulative percent was 100.

Based on the table above that the Motivation value consist of totally disagree value was 1, the frequency was 0, percent was 0, Valid Percent was 0, and Cumulative Percent was 0. Disagree was 2, the frequency was 6 the percent was 5, valid percent was 6.7, and the cumulative percent was 6.7. The value of agree was 3, frequency was 63, percent was 52.5 valid percent was 70, and cumulative percent was 76.7. The value of totally agree was 4, frequency was 21, percent was 17.5, valid percent was 23.3, and cumulative percent was 100.

Based on the table above that the attention value consist of totally disagree value was 1, the frequency was 2, percent was 1.7, Valid Percent was 1.7, and Cumulative Percent was 1.7. Disagree was 2, the frequency was 5 the percent was 4.2 ,valid percent was 4.2, and the cumulative percent was 5.8. The value of agree was 3, frequency was 92, percent was 76.7 valid percent was 76.7, and cumulative percent was 82.5. The value of totally agree was 4, frequency was 21, percent was 17.5, valid percent was 17.5, and cumulative percent was 100.

The discussion of the findings of this research focused on the results of the hypothesis testing. In addition, a questionnaire was used to determine Study of Students in Reading Interest through Humor Story at SMP Negeri 18 Baubau. The questionnaire contains 10 statements related to Study of students' interest in reading through humor story in this research. The results of the research obtained that a significant value of Item in the One Sample T test used a probability value of 0.05.

The result of the research that the significance value that is 0.000, it means that there is a significance difference of Study of Students in Reading Interest through Humor Story at SMP Negeri 18 Baubau. Based on T table the value was 1.991 and T count was 62.129. It can conclude that t count was 62.129>1.991 of T table that there is not significant difference Study of students' interest in reading through humor story at SMP Negeri 18 Baubau.

Based on all the data collected above, the researcher concludes that there is not significance difference Study of Students in Reading Interest through Humor Story at SMP Negeri 18 Baubau based on based on T table the value was 1.991 and T count was 62.129. It can conclude that t count was 62.129>1.991 of T table that there is not significant difference Study of students' interest in reading through humor story. Most of the students needed motivation, attention, and enjoyment learning English in reading that could stimulate the students" interest and that suitable with students' linguistics level that should be provided From the discussion above, it can be concluded that the eight year students in class A of SMP Negeri 18 Baubau have good in interest in reading, after learning reading subject by using humor story. Finally the researcher concluded that there is a significance difference Study of students' interest in reading through humor story based on probability based on T table the value was 1.991 and T count was 62.129. It can conclude that t count was 62.129>1.991 of T table that there is not significant difference of students' interest in reading through humor story.

As the result humor has advantages in sociological that can help and bond relationship between students and teachers. There were also instructional benefits that can motivated the students in learning and make them learn the lesson quicker because students do not feel under pressure. Those studies indicate positive result of Reading Interest. The similarity of that research with present the research that all of them analyze the same variables Algafar [8] .

4. CONCLUSION

Based on the result of the research and data analysis, this research find that there is not significance difference of Students Reading Interest through Humor Story at SMP Negeri 18 Baubau. Based on T table the value was 1.991 and T count was 62.129. It can conclude that t count was 62.129>1.991 of T table that there is not significant difference of students' interest in reading through humor story.

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