

ABSTRACT

Siti Sapawisah. 2017. **The Effect of Using Humor Strategy on Reading Comprehension for the Twelfth Grade Students of MA DARUSSHOLIHIN NW Kalijaga in Academic Year 2017-2018.** Undergraduate Thesis. English Education Departement Faculty of Teaching Training and Education University of Gunung Rinjani. Advisor: (1) Mashur, M.Pd, and (2) Rasyid Ridho Hamidi, M.Pd.

Key Words: *Humor Strategy, reading comprehension*

This research was intended to find out the effect of using Humor Strategy on reading comprehension for the twelfth grade students of MA DARUSSHOLIHIN NW Kalijaga in academic year 2017-2018. The problem formulated in this study was (1) "Does Humor strategy affect on reading comprehension for the twelfth grade students of MA DARUSSHOLIHIN NW Kalijaga in academic year 2017-2018?"

Research methodology that was used in this study was a pre-experimental research and the design was *one group pretest and posttest design*. The population was the twelfth grade students of MA DARUSSHOLIHIN NW Kalijaga in academic year 2017-2018 which consisted of four classes and 27 students of class XII MIPA were taken as the sample. The research instrument was test. Then to analyze the data, the present researcher used a paired samples t-test by using *SPSS 17 for Windows*.

The result showed that the students' mean score before they were taught using humor strategy was 48.88, while the students' mean score after they were taught using humor strategy was 66.85. therefore, the different mean is 17.97. In addition, the result of the statistical computation that used T-test with *SPSS 17.0* revealed that the obtained t test was 12.443 and by using degree of freedom (df) = 26, the researcher obtained that t-table was 1.706 at 0.05 of significance level. therefore, t-test was higher than t-table. It indicates that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. It means that Humor strategy has significant effect on reading comprehension for the twelfth grade students of MA DARUSSHOLIHIN NW Kalijaga in academic year 2017-2018.

The findings of this study suggest a relative influential role of humor and jokes on reading ability and the implications might be for teachers to applied humor and jokes in teaching reading that they provide for students. By so doing, teachers can motivate students and attract their attention toward reading the text. In this case, jokes coming before the main reading passage can function as a pre-reading activity. In addition, these findings might help curriculum developers and material designers to provide materials which include some humorous elements.