

**THE USE OF HUMOROUS TEXTS IN TEACHING READING
(At Eight Grade of SMPN 1 Mlarak Ponorogo)**

THESIS



By:

FREDI ROMADHON
NIM: 210913060

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHERS' TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO
NOVEMBER 2018**

ABSTRACT

ROMADHON, FREDI. 2018. The Use of Humorous Texts in Teaching Reading at The Eighth Grade Students of SMPN 1 Mlarak in Academic Year 2017/2018. Thesis, English Education Department, Faculty of Teaching and Education, the State Institute for Islamic Studies of Ponorogo. Advisor **Ahmad Nadhif, M.Pd.**

Key Words: Humorous Text & Teaching Reading

Boredom is a very dangerous disease, including in reading lessons. If boredom attacks students, they will tend to not focus on taking lessons. Because most of their organs become unproductive. To overcome this problem the teacher must apply appropriate techniques and media, so the reading objectives are achieved. One of the right media to overcome this problem is the humorous texts. Because use humorous texts can make students feel not bored, feel happy and motivated in the learning process.

The aim of this study was to know the use of humorous texts in teaching reading and the students responses at the eighth grade students of SMPN 1 Mlarak Ponorogo.

The research method was descriptive qualitative. The data was collected through observation, interview and questionnaire. The validity of data used was triangulation technique with data reduction, data display, and data verification/conclusion.

The research found that the teacher teach reading use humorous texts in the following: First, teacher giving humorous texts to all of students. Second, the teacher divided class into some groups, every groups contains 4-6 students. Third, teacher give instructions to one student for read the text loudly and one more student stand in front of class as the actor in the story. Fourth, while one of the students read the text loudly teacher explaining the text, then one of students that standing in front of class do acting like the actor in the humorous texts. teacher explained the humorous text to the students because some of them have not understood the meaning of the texts. Teacher explained the material cheerfully and fun. Teacher makes students laugh and enjoy in class. Students responses are good. Students attention focus on the teacher and when the teacher explained the material students smiling cheerfully. Students look very relaxed and students more active in class.

The conclusion of this research shows that humorous texts make students feel fun, enjoy, and unbored in learning reading. In this process the teacher has done in teaching reading using humorous text. The unique one when using humorous text is students can more active in the class, So it will help the students to focus during learning process.

APPROVAL SHEET

This is to certify that the sarjana's thesis of:

Name : Fredi Romadhon
Student Number : 210913060
Faculty : Tarbiyah and Teachers Training
Department : English Education
Title : The Use of Humorous Texts in Teaching Reading at the Eighth
Grade of SMPN 1 Mlarak in Academic Year 2017/2018

Has been approved by the thesis advisor for further approval by the board of: the
board of examiners

Advisor


Ahmad Nadhif, M.Pd.
NIP. 198004182008011009

Ponorogo, November 6th 2018

Acknowledge by
Head of English Education Department IAIN Ponorogo



Erya Rochmahwati, M.Pd.
NIP/198103162011012003



**MINISTRY OF RELIGIOUS AFFAIR THE STATE ISLAMIC COLLAGE OF
PONOROGO**

RATAFICATION

This is certify the sarjana's thesis of:

Name : Fredi Romadhon
Student Number : 210913060
Faculty : *Tarbiyah and Teachers Training*
Department : English Education
Title : The Use of Humorous Texts in Teaching Reading at the
Eight Grade of SMPN 1 Mlarak in Academic Year
2017/2018

Has been approved by the board of examiners on:

Day : Monday
Date : 10th December 2018

Has been accepted as the requirement for undergraduate degree in English Education
on:

Day : Monday
Date : 10th December 2018

Ponorogo, 20th December 2018

Certified by

Dean of Tarbiyah and Teachers'
Training State Institute of Islamic Studies



Dr. Ahmadi, M.Ag

NP.196512171997031003

Board of Examiner

1. Chairman : Pryla Rochmahwati, M.Pd.
2. Examiner 1 : Dr. Ahmadi, M.Ag
3. Examiner 2 : Ahmah Nadhif, M.Pd

CHAPTER I

INTRODUCTION

This chapter discusses: background of study, research focus, statement of the problem, objective of the study, significance of study, research method, and organization of the thesis.

A. Background Of The Study

The background of the study will provide context to the information discussed throughout the research paper. Background information may include both important and relevant studies.

Reading is a part of our daily lives. It is performed both for pleasure and information. Reading skills are important for the individuals since they foster comprehension in reading. If the students do not have ability of reading skills, they cannot be expected to be successful readers. Thus, they cannot achieve the level of comprehension required to pass exams in their own departments. For this reason, reading skills should be taught for the students to be able to cope with comprehension problems.

Reading is a self-discovery process. During this process, readers interact with written materials by investing both cognitive and metacognitive efforts to decompose new knowledge so as to make or infer meaning. From this point of

view, reading comprehension can be seen as the final product (Hellyer, Robinson, Sherwood, & Kalayci.).¹

Traditionally, reading is a passive activity, but in fact, it should be active. As Block indicates, reading is such a hidden process that it is often unnoticed in the language classroom. Teachers often believe that reading classes should be teacher-centered. According to Bedir, if teachers adopt rote learning, learners are usually expected to tackle comprehension difficulties by themselves.

Moreover, teachers must focus not only on language development, but also on reading strategy practice. Rivas notes that language problems seem to be the most frequent source of reading difficulties confronted by EFL learners at intermediate level. Thus, we must focus on reading skills as well as language problems.²

But in fact, the reading interest of the Indonesian nation is quite low. Based on the "Most Littered Nation in the World" study conducted by Central Connecticut State University in March 2016 ago, Indonesia was ranked 60th of 61 countries on reading interest. Indonesia is just below Thailand (59th and above Botswana 61th).³

Learning motivation can arise because of intrinsic factors or factors from within the human being caused by the drive for desire, the learning needs,

¹ Ebru Kaya, "The Role of Reading Skills on Reading Comprehension Ability of Turkish EFL Students", *Universitepark Bulten*, Volume 4 (2015), 38.

² Ibid

³ Mikhael Gewati "Minat Baca Indonesia Ada di Urutan ke-60 Dunia", (online), (<https://edukasi.kompas.com/read/2016/08/29/07175131/minat.baca.indonesia.ada.di.urutan.ke-60.dunia>, diakses pada 14 juli 2018).

expectations, and ideals. Extrinsic factors also influence the motivation to learn. Extrinsic factors include rewards, a fun learning environment, and interesting learning activities.⁴

Learning activities for each individual are not always in a natural way. Sometimes fluent, sometimes not, sometimes quickly understanding the lesson, sometimes it is very difficult. In terms of the spirit of high spirits sometimes, but sometimes it is difficult to hold concentration. Every individual is not the same. This is also the individual differences lead to differences among students' learning behavior. The situation in which the student can not learn properly, that is called learning difficulties. Learning difficulties are not always caused by low intelligence factors, but can also be caused by motivation factors.⁵

The presence of high motivation in a student to learn can be seen from the perseverance and not easily desperate to achieve success expected despite being blocked by various difficulties.

According to Mc Donald in Oemar Hamalik , "Motivation is an energy change within the person characterized by affective arousal and anticipatory goal reaction".⁶

⁴ Iskandar, *Psikologi Pendidikan (Sebuah Orientasi Baru)* , Ciputat Mega Mall, Jakarta ,2012 , 180-181

⁵ Abu Ahmadi and Widodo Supriono , *Psikologi Belajar* , Rineka Cipta ,Jakarta ,2008 , 77

⁶ Muhammad Irham & Novan Ardy Wiyani , *Psikologi Pendidikan* , Ar-Ruzz Media ,Yogyakarta, 2013, 57

Motivation as a factor of inner (mental) function raises, underlying, directing the act of learning. Motivation can determine whether or not to reach the goal, so the greater the motivation will be even greater learning success. Someone who has great motivation will work hard, seem persistent, not willing to give up, diligently reading books to improve his achievements to solve the problem. Instead those whose motivation is weak, seemed indifferent, easily discouraged, his attention is not focused on the subject, like to disturb other students, often leaving the lesson as a result many have learning difficulties.⁷

The saturation of learning can strike the student if he has lost his motivation and loses consolidation of one particular skill level before certain students arrive at the next skill level (Chaplin). In addition, saturation can also occur because the learning process students have reached the limit of physical ability because of boredom and fatigue. However, the most common cause of saturation is fatigue that afflicts students, as fatigue can be a cause of boredom in the students.⁸

Boredom is a very dangerous disease, including in learning. If a disease tires of attacking a person, then he will suffer tremendously. People who are attacked by boredom, most of their organs become unproductive. In fact, the brain will not be willing to compromise to think and process information. Humor can keep one from excessive boredom. Cooper and Sawaf stated that the humor of a

⁷ Abu Ahmadi and Widodo Supriono , *Psikologi Belajar* , Rineka Cipta ,Jakarta ,2008, 83

⁸ Muhibbin Syah ,*Psikologi Pendidikan (Dengan Pendekatan Baru)* , PT Remaja Rosdakarya, Bandung , 2008 ,165

teacher encourages children to be always cheerful and happy and will not get bored or tired quickly. Then Staton also supports the idea that stories that are deemed important or skillful use of the right opportunity to insert humor wisely throughout the lesson will encourage students not to get bored with the lesson.⁹

Based on the background above, humorous text is the media that be used in teaching learning process, especially in teaching English. With the implementation of the humorous texts, may will effective to increase the students' reading ability. So, the researcher takes the title of this research is "The Use of Humorous Texts In Teaching Reading At The Eighth Grade Of SMPN 1 Mlarak Ponorogo In Academic Year 2017/2018."

B. Research Focus

To avoid a far-ranging discussion, this study focuses on The Use of Humorous Texts In Teaching Reading At The Eighth Grade of SMPN 1 Mlarak Ponorogo In Academic Year 2017/2018.

The researcher want to know what the students responses to humorous text in teaching reading at the eight grade of SMPN 1 Mlarak Ponorogo in academic year 2017/2018.

⁹ Darmansyah, *Strategi Pembelajaran Menyenangkan Dengan Humor* , PT Bumi Aksara, Jakarta ,2010 , 77

C. Statement Of The Problem

This study has two questions that will be explored. That are:

1. How is the use of humorous text in teaching reading at the eighth grade students of SMPN 1 Mlarak in academic year 2017/2018?
2. What is the students response to the humorous texts in teaching reading at the eighth grade students of SMPN 1 Mlarak in academic year 2017/2018?

D. Objective Of The Study

Concerning with the problem statements, this study has some objectives described as the following:

1. To describe how the use of humorous text in teaching reading at SMPN 1 Mlarak in academic year 2017/2018.
2. To describe what the students response when to the humorous text in teaching reading at SMPN 1 Mlarak in academic year 2017/2018.

E. Significance Of The Study

The results of this research are expected to be useful information and give contributions for educational environment, theoretically, practically.

1. Theoretically

The researcher hope the result of the research can gives the contribution to develop the teaching learning process in teaching english.

2. Practically

a. Teacher

The results of the study can be used as a source to improve teaching learning system at SMPN 1 Mlarak in the future.

b. Students.

This study expected to improve students motivations in learning english.

c. Readers.

This study can be used as a reference in case other researchers who want to continue this study or to conduct similar study.

d. The researcher.

This research hopefully will add knowledge and experience, so that it can be used as reference in doing the next research.

F. Organization of the Thesis

This research is including of many parts that explain about the research planning. The organization of the thesis is formulated into:

Chapter I INTRODUCTION

This chapter introduces the whole of the research, which involves: background of the study, research focus, statement of the problems, and objective of the study, significance of the study, research methodology and organization of the thesis.

Chapter II THEORITICAL BACKGROUND

This chapter talks about review of related literature: Humorous Text, Students Motivation and Reading Skills.

Chapter III RESEARCH METHODOLOGY

Research methodology is the specific procedures or techniques used to identify ,select,process, and analyze information about a topic.

Chapter IV DATA DESCRIPTION

This chapter gives the description about the general and specific data about the research.

Chapter V DATA ANALYSIS

This chapter talks about analysis. It functions to analyze data that relevance in the research. In this chapter, there are data about The Implementation of Humorous Texts and Students Response In Teaching Reading at the Eighth grade students of SMPN 1 Mlarak in academic year 2017/2018

Chapter VI CLOSING

It is last chapter in this thesis. It talks about conclusion and the answer for problem statement and recommendation about result of research.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter is review in theories related humorous texts, students motivation and reading skills. It deliver previous study, theoretical background, theoretical framework and hypothesis.

A. Theoretical Background

This part talk about review in theories related humorous texts, students motivation and reading skills.

1. Humorous Texts

Humor is something that is able to provoke or cause the listener to feel tingling feeling funny, so compelled to laugh James Dananjaya.¹⁰ Humor in learning is a communication done by teachers by using words, language and image inserts that can make students to laugh. Inserts humor given can be shaped anecdotes, short stories, cartoons, caricatures, social events, life experiences, or jokes that can stimulate the creation of a jovial mood, relaxed, and fun in learning. It is this humor that will be discussed further in the next exposure, especially in relation to learning.¹¹

¹⁰ Darmansyah, Strategi Pembelajaran Menyenangkan Dengan Humor , PT Bumi Aksara, Jakarta ,2010 , 67

¹¹ Ibid

There are some studies which have reported the positive role of using humorous texts in reading classes (Klasky, Shaughnessy and Stanely). Klasky identifies the reluctancy of readers as a challenge in reading classes and knows humor as the solution to this challenge. Holding similar idea, Shaughness and Stanely recognize laughter and humor and the power to play as a way to get students to read and make them take pleasure of their reading. Based on these pieces of evidence, it is apparent that humor influences the reading classes and reading task by motivating students, providing pleasure and interest for them. Since motivation and attitude towards reading determined a successful reader (Naceur and Schiefel). Some researchers have recommended the insertion of humorous materials into reading classes to motivate and make students interested (Medgyes Shaughness and Stanely).The results of a survey showed that among the books on and the reading materials selected by students, the categories of humor and horror were among the most attractive, interesting and preferred (Higginbotham).¹²

The use of humor in the classroom is still little done by the teacher. They may not know that humor can provide a remarkable effect on improving the quality of interaction. Humor can prevent a person from excessive boredom. Cooper and Sawaf argue that the humor of a teacher encourages children to be always cheerful and happy, and will not get bored or tired

¹² A Majid Hayati & Zohreh Gonniband & Nahid Shakeri , ” Using Humorous Texts In Improving Reading Comprehension,” *Theory And Practice In Language Studies*, 2 , Vol 1 , (June, 2011) , 653.

quickly. Then Staton also supported the idea that using the opportunity to insert good humor throughout the course would encourage students not to tire of the lesson.¹³

Bored is a very dangerous disease, including in learning. If the disease bored attack someone, then he will suffer disproportionately. People who are attacked by boredom, most of their organs become unproductive. In fact, the brain will not want to be invited to compromise to think and process information. Therefore, according to Staton, when boredom has begun to appear in the classroom, teachers should immediately try to restore it to a fun and relaxed atmosphere. Strategies that are considered effective to restore the calm atmosphere is with the interlude of funny stories and humor. Humor is considered the best, because it is easily inserted in various situations and of course goes into all ages of learners.¹⁴

Communication can be made more interesting with a humor interlude. Humors more accommodate difficult language becomes easier. Humor is able to facilitate a person to express words that are not easily pronounced.

¹³ Darmansyah, Strategi Pembelajaran Menyenangkan Dengan Humor , PT Bumi Aksara, Jakarta ,2010 , 67

¹⁴ Ibid

This opinion is supported by Shor and Freire which states that subjectivity is inherent with humor and feelings, both presented through critical idioms and polite expression.¹⁵

Humor helps the learning moments become real and this is a quality capable of reversing artificial (artificial) school experiences. Students generally enjoy connecting with entertaining teachers (who are able to flirt to attract attention). In addition, students must also build humor from themselves in understanding the teaching materials they learn. Furthermore shor and freire add that if you overemphasize cognitive mastery in learning, then you actually have put aside humor and emotionality. The result is academic education without joy or inspiration. Their life outside of school is full of humor and comedy is one way to feel their subjectivity. When learning takes place without humor and without emotion, it has neglected two subjective at once.¹⁶

Humor makes communication more familiar. Then the communication between teachers and students is more familiar, allowing students to ask a problem that is difficult to solve and teachers can quickly find out as well as find a solution. In addition, humor also creates a harmonious relationship between teachers and students. Such situations make learners uneasy and increase confidence. Berk states that humor has the ability to reduce student

¹⁵ Ibid

¹⁶ Ibid

anxiety, improve learning ability and increase confidence. Humor can also further encourage students to create a fun and useful learning environment used in the classroom.¹⁷

Another opinion states, humor can reduce stress on learners. This according to Flowers provides a significant advantage to eliminate the psychological pressure of students. Using humor in the classroom provides many benefits including reducing stress, increasing motivation, reducing psychological distance between teacher-students, and improving creativity.¹⁸

The need for a master has the nature of exponents also raised by Lighthart . Lighthart stated "a teacher should have a laugh and likes to give his students the opportunity to laugh. That is, laughter is the nature of the teacher who is expected. In fact, teachers are expected to create a cheerful atmosphere in the classroom, so as to provide an opportunity for students to laugh together at the right time."¹⁹

The above description gives conclusion, there are four benefits of humor in learning, namely: (1) Building relationships and improve communication between teachers and learners, (2) Reduce stress, (3) make learning interesting, and (4) increase memory of a subject matter.²⁰

¹⁷ Ibid

¹⁸ Ibid

¹⁹ Ibid

²⁰ Ibid

2. Students Motivations

This part will discuss about definition of motivation and kinds of motivation.

a. Definition of Motivation

The term Motivation comes from the Latin *movere* which means moving, this term means encouraging, directing human behavior. Motivational Psychology experts do research, and all theories of motivation have the same objective that each try to explain why humans do what they do.²¹

Motivation and Learning are the two things are interrelated. Learning is an activity that changes behavior through practice and experience so that it becomes better as a result of the underlying reinforcement to achieve the goal. Motivation is one of the important determinants in the learning process. A student who does not have the motivation to learn, it is not possible learning activities will be carried out well.²²

Learning motivation can arise because of intrinsic factors or factors from within the human being caused by the drive for desire, the learning needs, expectations, and ideals. Extrinsic factors also influence

²¹ Iskandar, *Psikologi Pendidikan (Sebuah Orientasi Baru)* , Ciputat Mega Mall, Jakarta ,2012 , 180

²² Ibid

the motivation to learn . Extrinsic factors include rewards, a fun learning environment, and interesting learning activities.²³

b. Kinds Of Motivation

There are 2 types of motivation. Internal Motivation and External Motivation

1) Internal Motivation (Intrinsic Motivation)

Internal Motivation is the power of impulse from within a person to do something to achieve the desired goal. If we bring into the learning activities internal motivation is the driving force of an individual (student) to continue to learn based on an absolute need and encouragement associated with learning activities. The essence of internal motivation arises from within a student in learning activities that correspond to or in line with their needs.

Example: Students are interested in becoming a teacher, so the student's thrust continues studying to college through faculty of education. If a student has internal motivation in himself, then consciously the power of an individual person as a force to conduct learning activities related to the needs and security for the present and future. So internal motivation is the main capital for a student if you

²³ Ibid

want to succeed and succeed in learning in class, school, home, and social society.²⁴

2) External Motivation

External motivation is an impulse from outside the outside of a student's self, related to his own learning activities. In learning activity of external motivation from outside of student self, both learning of external motivation from outside student self, both positive and negative, Example; if a student can answer the teacher's questions related to the subject matter with a very satisfactory answer, the student can have a positive thrust to work hard to continue to hone his intelligence through learning so that he or she succeeds and achieves both in class and in school.

The external motivation models (Extrinsic motivation in learning activities according to Winkel (in yamin) as follows:

- a) Learn to fulfill obligations
- b) Learn to avoid punishment
- c) Learn to get prize material presented
- d) Learn to improve prestige
- e) Learn to get praise from important people like parents, teachers or lecturers.²⁵

²⁴ Iskandar, *Psikologi Pendidikan (Sebuah Orientasi Baru)* , Ciputat Mega Mall, Jakarta ,2012 , 188

3. Reading

This part will discuss about reading skills and Teaching Reading.

a. Reading Skills

Reading is a constantly developing skill. Like any skill, we get better at reading by practicing. And conversely, if we do not practice, we will not get better and our skills may deteriorate. From age three to one hundred and three, reading practice is what helps us become better readers. At age fifty, we are a better reader this year than last year because we have read thousands of more words and have been exposed to hundreds of new concepts and ideas. This influx of words and concepts has enhanced the processing that takes place as my eyeballs encounter text and my brain tries to make sense of it. We are just a microsecond or two quicker and more efficient than last year. Next year, at age fifty-one, we hope to be an even better reader.

Reading integrates visual and nonvisual information. During the act of reading, the visual information found on the page combines with the nonvisual information contained in our head to create meaning. In that way, what's in our head is just as important as what's on the page in the process of creating meaning (reading).

To illustrate: One day, because we had nothing better to do, we decided to read Stephen Hawking's *A Brief History of Time: From Big*

²⁵ Ibid

Bang to Black Holes. (This tells you how boring my life has become since we started writing college textbooks.) Once we began reading we discovered that eventhough my eyeballs hit every word, we had very little idea about what we was reading. This was because the file folder in our head (cognitive scientists call this a schema) related to physics contains very little information. Schemata (plural form of schema) are the organized packages of knowledge our brain uses to arrange and group similar experiences and concepts. Schemata are the files in our file cabinet. Because of our puny,nearly empty schema related to physics, we had to read, reread, and rereread each chapter several times. (We didn't get much out of the book although we still keep it on my shelf to impress people.)

The writer recently looked at the textbook Literacy: Helping Children Construct Meaning (Cooper & Kiger). Here we was able to skim it rather quickly, comprehend all of it, and remember a great deal of what we read.The same brain was used to read both texts. The difference was that this brain has a great deal of stuff floating around inside related to reading instruction and very little in it related to physics and cosmogony.

Reading is the act of linking one idea to another. Putting ideas together to create a sensible whole is the essential part of reading. It is not necessary to know every word in order to read. Stop for a minute: As our read the last paragraph, we would wager that 99 percent of you didn't

know the meaning of the word cosmogony. we would posit further that 98.5 percent of our kept reading anyway with absolutely no inclination to look the word up in a dictionary. We kept going because, even though we didn't know the exact definition of the word, we were still creating meaning with this text (hopefully). One idea was being linked to another, and thus, there was no need to stop. Also, we mostly likely got a general sense of the word by seeing it in the context of the sentence and paragraph. We may also have recognized a part of the word, cosmo, and linked it to related words that you know such as cosmos or cosmic (this is called word analysis, analogies, or looking for word families). You may have guessed that this word has something to do with space, universes, and physics (and it does).

Stopping to sound out this word or looking it up in a dictionary would have disrupted the meaning-making, idea-linking process and made comprehension more difficult. Thus, it is not always important that readers know the meaning and pronunciation of every single word they read as long as they are putting ideas together to create meaning. Good readers use minimal word and letter cues. By the way, cosmogony is a subfield of cosmology that is devoted to studying the birth of the universe. This may come in handy if we are ever on a TV game show.²⁶

²⁶ Andrew P. Johnson, *Teaching Reading and Writing (A Guide Book For Tutoring And Remediating Students)*, Rowman & Littlefield Education, United States of America, 2008, 4

b. Teaching Reading

So how do we go about the business of teaching children to read? We don't. Instead, we create the conditions whereby children can learn to read and develop their reading skills. Children learn to read and write in the same way that they learned to listen and speak that is, by being immersed in the language and by having adults around who responded to them in appropriate ways. In this sense then, we would be more accurate if we called ourselves reading condition creators instead of reading teachers. Below are some tips to keep in mind as we create good reading conditions.

1) Help children fall in love with books

Reading is a pleasurable act. When we do it, we want to do more of it. There are wonderful stories and interesting characters found in books. We can experience magic, adventure, romance, moral dilemmas, comedy, tragedy, triumph, failure, or success. We can learn about interesting things, zip back and forth through time, and travel to the farthest reaches of the galaxy. A teacher's or tutor's number one job is to help students fall in love with books.

2) Create a space every day for sustained

Silent reading. Just like learning to play a musical instrument, children who are learning to read get better at it by practicing. For example, after a few piano lessons Billy would know which squiggly little mark on the paper corresponded with the correct black or white

key on the piano. However, if he never practiced, he would never get beyond the stage of plodding along, stumbling, and stopping. To him, the musical text would seem like a series of single notes instead of musical phrases. There would be little pleasure in playing the piano as he would never be able to play and express whole musical ideas. This is exactly what happens if we do not provide ample time for students to “practice” their reading.

Recent studies show that primary age children spend as little as ten minutes a day engaged in authentic reading experiences (Allington).

3) Children makes choices about their reading material

Choice is important in helping readers grow. Reading is more pleasurable when we are able to make choices about what we read. Most of the time adults are allowed to choose their own reading material. We can go to the library and select any book we want. At the bookstore, nobody assigns us to groups, makes us find books at a certain level, or yells at us for reading ahead. If we become enthralled with an author, we can read as many of that author's

Books as we want. Likewise, if we find a book to be boring or uninteresting we can also choose not to read it. Children need to be able to make the same kinds of choices about their reading material,

not all the time, but much of the time. (Choice doesn't mean total choice all the time.)

4) Connect reading pleasure to reading practice

A simple behaviorist principle is that if we find something to be enjoyable (a positive reinforcement), we are more likely to do that thing again. If we find something to be boring, frustrating, or meaningless (an aversive conditioner), we are less likely to do that thing again. In this sense we're not so far removed from rats running around in Skinner boxes. Now, if reading is a behavior that leads to improved reading ability, wouldn't it follow that we would try to make reading instruction as pleasurable as possible?

In the same way, if the act of reading is linked to instruction that students find unpleasant or disagreeable, they will be less inclined to engage in future reading behavior. So why can't Johnny read? It is often because we give him very little time in school to actually practice reading, and we have frustrated or bored the pants off him during what is laughingly called reading instruction.

5) Reading program simple

In all areas, rigor is not the same as complexity. Just because a literacy program is complicated, uses a lot of big words, contains flashy graphs and pictures, has a detailed scope and sequence, includes an elaborate assessment plan, and costs a lot of money does not mean

it is of any worth. The three most effective literacy instructional devices ever invented are very simple things: good books, paper with lines on it, and no. 2 pencils. The only other thing to add to this list is a teacher who understands children, learning, and literacy.

6) Instruction simple

Good teachers make things seem as simple as possible. In this way they are like gymnasts. Gymnasts are able to perform complicated moves and make them look simple. Circus performers make simple moves look difficult. As teachers we want to be gymnasts, not circus performers.

7) Reading like real life

The kind of reading and writing we have children do in school should be very much like the kind that adults do in real-life situations. In our adult life we read for pleasure or to understand ideas and information. We organize his thoughts, to express ideas, and to convey important information to others. We have never had to separate words into syllables; identify plot, conflict, and resolution in a story; describe an author's purpose; identify diphthongs, diagraphs, initial clusters, medial clusters, and schwa sounds; identify CVC (consonant vowel consonant) letter patterns; or find topic sentences in paragraphs. (By the way, if we examine paragraphs in newspapers, magazines, and books you will find that most of them dont have topic sentences.)

We have found no research to indicate that having children do these things improves their ability to read and process text or to express their ideas on paper. So why do we continue to spend precious time in our classrooms doing these things? For the same reason we do much of what we do in education: because it has always been done that way. It is not that some of these activities may not have value; rather, they should be put in perspective or kept to a minimum.

Include talk and other forms of social interaction. Talking and social interaction enhances learning of any kind (Kauchak & Eggen). Children need to talk to each other about what they are reading and share their ideas and insights with others. In this way, the stories come to life, students gain insight and ideas from others, and language learning is enhanced.²⁷

B. Previous Study

The previous studies used by the writer as guidance to make prediction of the study. For this reason, the writer attempts to find the previous study that has a close relationship with the study. Those previous studies are:

1. The first previous study was from a research entitled “Penerapan Strategi Pembelajaran Joyful Learning berbantu dengan Humor untuk meningkatkan

²⁷ Ibid

Prestasi Belajar Akutansi pada kelas XI IPS 3 di MAN 2 Madiun tahun ajaran 2014/2015”.

2. The second previous Study from a research entitled” Peningkatan Motivasi Belajar Siswa Pada Pelajaran Bahasa Indonesia Melalui Strategi Sisipan Humor Kelas IV Sekolah Dasar Negeri 3 Kecamatan Senapelan Kota Pekanbaru-Riau.

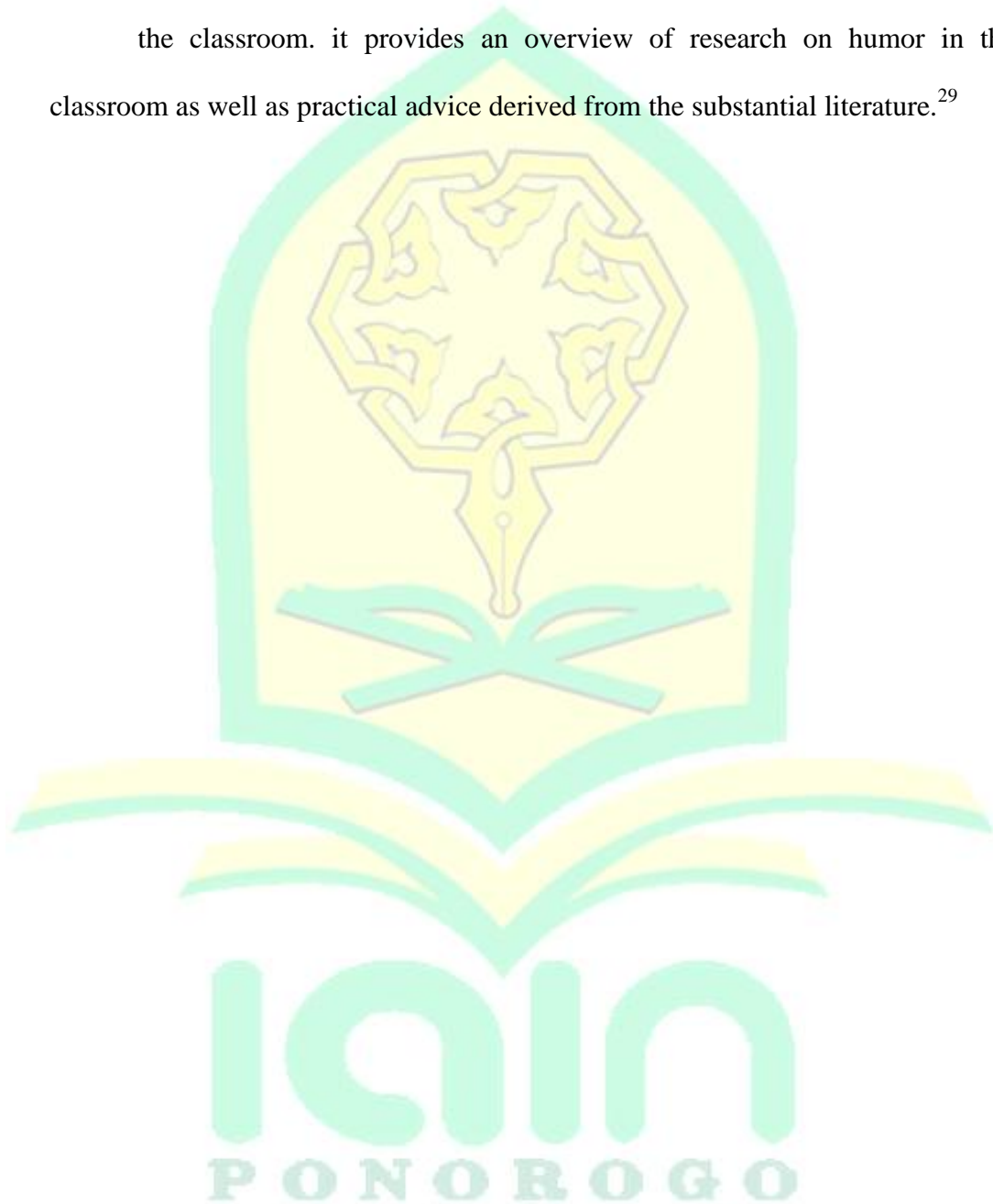
C. Theoretical Framework

There is substansial body of literature devoted to the use of humor in educational settings. Those who study and write about humor in educational settings are quick to identify myriad of benefit associated with teachers use humor . For example, when teachers use humor their students learn more (Davies and Apter, Gorham & Christophel, Wanzer & Frymier ,Ziv), evaluate their teacher more positively (Bryant ,Crane , Cominsky and Zillman), are more willing to participate in class (Korobkin) and report less anxiety (Long & Ziv).²⁸

Additionally , teacher humor has been recognized as an effective classroom management tool with the power to establish or dissolve boundaries of a group , encourage creativity , motivate individuals , control conflict , and relieve stress (Wallinger). While there are numerous benefits to using humor in the classroom, it is important to note that not all teachers should be encourages to immediately “ Jump on the humor bandwagon”.

²⁸ Melissa Wanzer , Use of humor in the Classroom , Canisius Collegge ,New York ,124

First, before utilizing humor as an instructional tool, it is important to understand about how humor operates in the classroom. it provides an overview of research on humor in the classroom as well as practical advice derived from the substantial literature.²⁹



²⁹ Ibid

CHAPTER III

RESEARCH METHODOLOGY

Research methodology is the specific procedures or techniques used to identify, select, process, and analyze information about a topic.

A. Research Design

Research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis.³⁰

In this research applies qualitative approach. For qualitative researcher, the phenomena can be understood well if it is conducted through interaction with the subjects by deep interview. Besides that, it involves the direct observation to the location of phenomena.³¹ In education, qualitative research is frequently called naturalistic because the researcher observes something naturally and deeply occurs in her environment.

In this study also applies descriptive research. Bernard's was quoted by Matthew & Michael terms, means "making complicated things understandable by reducing them to their component parts. The issue is making a clear accounting of

³⁰ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (third editions)*. (California: SAGE Publications. 2009), 3

³¹ Syamsudin dan Vismala S. Damianti, *Metode Penelitian Pendidikan Bahasa*, (Bandung: PT Remaja Rosdakarya, 2006), 94.

the phenomena at hand”.³² It means that descriptive research does not examine a hypothesis. This research only describes what happen in the field, if purpose of classroom action research is to improve or as solutions then purpose of this research are interesting and unique research. In a descriptive research, the data analysis is presented inductively. It means that the data analysis is presented in a form of think description of the phenomenon as it is.

Based on the problems accused in this study that emphasizes on the process and meaning (perception and participation) the writer chose descriptive-qualitative approach. This study enables the writer to each various qualitative-information in details. It is more valuable than merely obtaining the qualitative data.

In this research, the data is collected naturally by observing the implementation of humorous texts in teaching reading at the eighth grade students of SMPN 1 Mlarak in academic year 2017/2018.

B. Researcher Role

Creswell said, “The characteristic of qualitative research is researcher as key instrument”.³³ It means that researcher has a role as an actor and data collector. In qualitative research, however, it is thought that the researcher can

³² Matthew B. Miles & A. Michael Huberman, *Qualitative Data Analysis* (second edition). (London: SAGE Publication, 1994), 90

³³ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (third editions), (California: SAGE Publications. 2009), 175

learn the most about situation by participating and become immersed in the situation they are studying. So, in this research, the researcher is very important, because the researcher is a key instrument in this qualitative research and researcher plays as an actor and as a data collector.

In particularly, the researcher to get data is collected naturally by observing and interviewer. The researcher made interaction and communication with the students. The teacher and the other informant to get data about teaching english reading of SMPN 1 Mlarak.

C. Research Location

This research takes place in SMPN 1 Mlarak. It located at Jl.Raya Mlarak-Sambit Ds Jorsan Kec Mlarak Ponorogo. The researcher takes the school as the place of the study for some reason:

1. The school is reachable. It enables the researcher to conduct the research more effectively.
2. Teaching use humor has been applied in this school, particularly in teaching english.

D. Data Source

Data source in this research is using social situation. It is based on Sugiyono said that in qualitative research population does not use term

population, Spradley called it “social situation”.³⁴ This social situation consists of: place, actors, and activity which interact synergistically. In qualitative not only involve that three elements, they also can be natural events, trees, animals, transportations, etc.

In this social situation, the researcher looked for information from the primary resource.³⁵

1. Primary Data

Primary data is most generally understood as data gathered from the information source and which has not undergone analysis before being included in the needs assessment.³⁶

Based on the statement above primary data sources in this research are observation, questionnaire and transcribe of interview in the use of humorous texts in teaching reading at the eighth grade students of SMPN 1 Mlarak in academic year 2017/2018?

E. Technique of Data Collection

This research applies a qualitative approach. Catherin Marshall, Gretchen Br. Rossman was quoted by Sugiyono stated that: “The fundamental method relied on by qualitative researchers for gathering information are, participant in

³⁴ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2006), 297-298.

³⁵ An Introductory Brief, *Qualitative and Quantitative Research Techniques for Humanitarian Needs Assessment*, A caps Better Assessment Better Aid, May 2012, p.3

³⁶ *ibid*,

the setting direct observation, in depth interviewing, document review”. But, in this research, the researcher collecting data uses observation, interview, and questioner.

1. Observation

Observation is a method of collecting data where the researcher notes the information during the whole time of the research.

In this research, observation has a goal of obtaining information by setting and learning phenomenon while it is happening. In this research, observation is conducted in the English learning process. By doing observation, the researcher will know the process of the use of humorous texts in teaching reading at the eighth grade of SMPN 1 Mlarak.

2. Interview

Interview technique is a technique that aims to obtain information valid from source directly or indirectly.³⁷

In this interview, the researcher uses list of questions. The questions can be done in details so the collected information will be reliable and sufficient. The flexibility will enable the informants such as: the english teachers and the students to give the real information especially about felling attitude, students respond and their opinion about the use of humorous texts

³⁷ John W. Creswell. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches (Second Edition)*, (California: Sage Publication Ltd,2007), 140

in teaching reading at the eighth grade students of SMPN 1 Mlarak in academic year 2017/2018?

3. Questionnaire

Questionnaire is the tool to collect data which consist of questions for the object.³⁸ In this thesis, the questionnaires for students consist of 10 questions. The question include the students' opinion about the use of humorous texts in teaching reading at the eighth grade of SMPN 1 Mlarak in academic year 2017/2018.

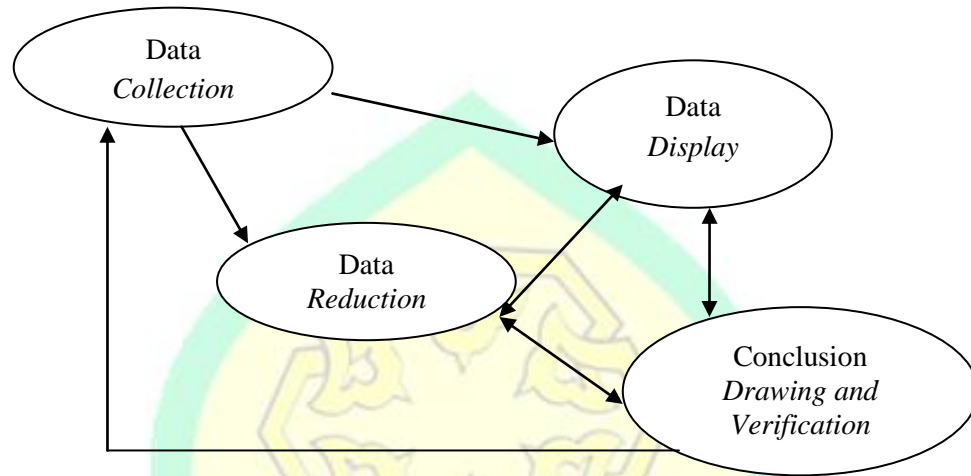
F. Technique of Data Analysis

After getting the data, the researchers analyze that data through three steps: data reduction, data display, and conclusion drawing and verifying. In data reduction the researchers choose and classify the data into some unit of particular concept. A set of data reduction is also needed to be organized into display data. The data can be displayed as sketch, synopsis, matrix, or other form. That display data is very needed to make easy the process of conclusion drawing and verification.³⁹

³⁸ Muhammad Adnan Latief, *Research Methods On Language Learning An Introductions*, (Malang: UM Press, 2014), 193.

³⁹ Matthew B. Miles & A. Michael Huberman, *Qualitative Data Analysis (second edition)*. (London: SAGE Publication, 1994), 10-11.

Analysis steps shown in the pictures as follows:



Each of the stages is presented in the following:

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, and transforming the data that appear in written-up field notes or transcription. To this flow, the researcher needs to separate the accurate data from the inaccurate ones.

In this stage, the researcher needs to separate the accurate data from the inaccurate ones. The focus of data is how the process or the implementation of humorous text in teaching reading.

2. Data Display

Data display is a stage of organizing the data into patterns of relationship. The data display can make the collected data easier to be understood. In this stage, the researcher presents the narrative text.

3. Conclusion Drawing and Verification.

Drawing conclusion and verification normally appear in what we call an analytic text or narrative.

In this stage, the researcher made conclusion. The conclusion can be in a form of thick description. The conclusion is the answers of the research problems that have been formulated.

1. Follow all activities in the classroom and follow the learning process to obtain optimal result and accurate.
2. Observe the process of applying the use sense of humor on students motivation in teaching english continuously.
3. The comparation between result of observation and result of interview.
4. The comparation between result of interview and related of document.

G. Verification of Data Validities

In this research, the researcher can conclude that the validity of the data can be done with techniques bellow:

1. Observe the situation in the classroom during the learning process going on thoroughly.
2. Follow all activities in the classroom and follow the learning process to obtain optimal result and accurate.
3. Observe the process use of humorous texts in teaching reading continuously.
4. The comparation between result of observation and result of interview.

5. The comparison between result of interview and related of document.

The following techniques presented checks the validity of the data in the process of qualitative research is the participation of an extended:

1. Participation extended
2. Diligent observation
3. Triangulation
4. Checking peers through discussion
5. Adequacy referential
6. Negative case studies
7. Checking member.

In this research, the researcher choose Triangulation technique, because Triangulation is a process, in which various source of data are collected. They variety of sources can refer to time, space, and person. The validity of the data was applied by observing data from the classroom interaction. Overall, there were four topics chosen randomly and observed during the data collection.⁴⁰

Triangulation is a method used in qualitative research that involves crosschecking multiple data sources and collection procedures to evaluate the extent to which all evidence converges.

Triangulation refers to the combination of methods or sources of data in a single study. Although field notes based on firsthand experience in a setting

⁴⁰ Pryla Rochmawaty, *Task-Based Active Learning in EFL Speaking Class*, (STAIN Ponorogo, 2014), 41

provide the key data in participant observation, other methods and approaches can and should be used in conjunction with fieldwork. Triangulation is often thought of as a way of checking out insights gleaned from different informants or different sources of data. By drawing on other types and sources of data, observers also gain a deeper and clearer understanding of the setting and people being studied. So, practically all participant observers conduct some form of interviews and analyze written documents during or at the conclusion of their field research.⁴¹

H. Research Procedure

In this research, the researcher used some procedure which must be done. They are preparation, application and reporting.

1. Preparation

Before doing the research activity, the researcher had to prepare the research material. The preparation in this research are made a research proposal, got permission letter from institution, got permission letter and approval from the school that will be researched, arranged the research instrument.

2. Application

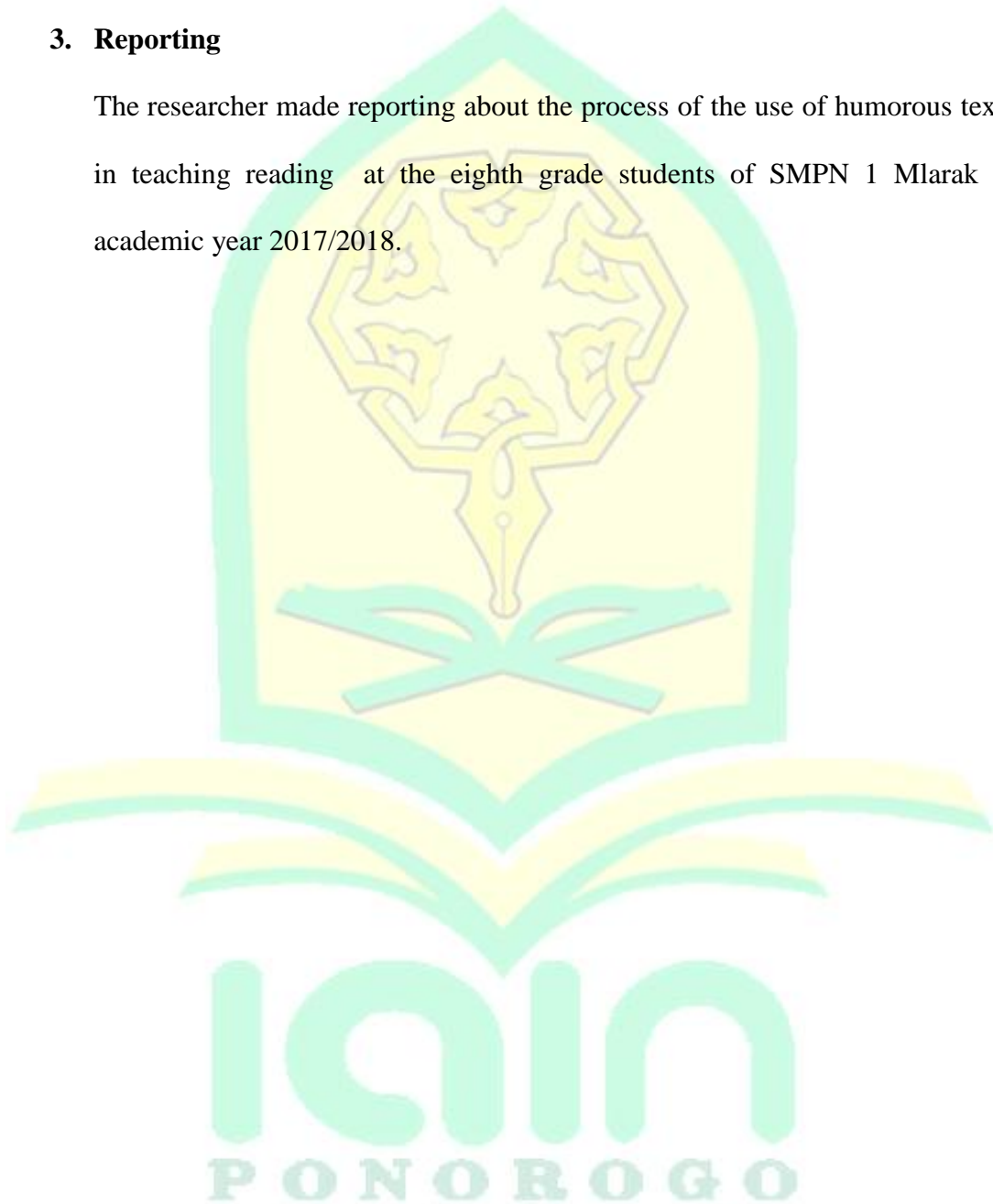
In application step, the researcher doing activities such as: observed and collected data of the implementation of technique and media in teaching

⁴¹ Steven J. Taylor, Robert Bogdan, Marjorie L. DeVault. *Introduction to Qualitative Research Methods: A Guidebook and Resource (Fourth Edition)*. (Canada: John Wiley & Sons, Inc, 2016), 93-94

English language, analyzed the collected data, made conclusion and suggestion of the data analyzes.

3. Reporting

The researcher made reporting about the process of the use of humorous texts in teaching reading at the eighth grade students of SMPN 1 Mlarak in academic year 2017/2018.



CHAPTER IV

RESEARCH FINDING

In this chapter the researcher describes the data. The data were collected through interview, observation, and questionnaire in 8th grade students of the SMPN 1 Mlarak Ponorogo. This data describes general data, The Use of the Humorous Text in Teaching Reading at the 8th grade students of the SMPN 1 Mlarak Ponorogo.

A. Data Descriptions

This part gives descriptions about the general and specific data about the research.

1. The Use of Humorous Texts in Teaching Reading at the Eighth Grade Students of SMPN 1 Mlarak Ponorogo.

Based on the observation in English Learning process of 8F at SMPN 1 Mlarak , in the first meeting that was held on 11th May 2018 the researcher find that English teacher start the lesson with greet the students. Then teacher said that material today was about the humorous texts. On this occasion the title of the texts is “Obeying Mother”. Before teacher explained the material,teacher shared the humorous texts to all of students one by one. Then teacher ask siska to read the texts and budi to stand in front of class as the actor in the story. Next ,while siska read the text loudly teacher explaining the text then budi that standing in front of class do acting like the actor in the

humorous texts. The teacher explained the material with fun and enjoy. So the students feel comfort and enjoy too. Moreover , the material taught about humorous text. This is can make student more enthusiasm to follow the lesson. Although there are some students that looks still passive.⁴²

In the second meeting that was held on 12th May 2018 the researcher find that English teacher teach the reading class used humorous texts same with the first meeting. As usual before start the lesson teacher greet the students. On this occasion the title of the texts is “A Hurried Man”. Before teacher explained the material,teacher shared the humorous texts to all of students one by one. On this occasion teacher ask adi to read the texts. Then give instruction to ricad and anggung to stand in front of class as the actor and actris in the story. Next ,while adi read the text loudly teacher explaining the text then ricad and anggung that standing in front of class do acting like the actor in the humorous texts.In this meeting as usual teacher teach the material with fun and enjoy. Then the passive students begin to decrease. Students attention focus on the teacher.And sometimes the students smiles when the teacher explains the material cheerfully.⁴³

In the last meeting, that was held on 15th May 2018 not much has changed.Teacher teaching reading class with the same steps like before. On this occasion the title of the texts is “Dedi’s Heroic Actions”. Before teacher

⁴² Look at transcript of observation code : 01/O/11-V/2018

⁴³ Look at transcript of observation code : 02/O/12-V/2018

explained the material, teacher shared the humorous texts to all of students one by one. On this occasion teacher ask zaskia to read the texts. Then give instruction to david and bagus to stand in front of class as the actors in the story. David as the Head of Mental Hospital , and bagus as Dedi. Next ,while zasqia read the text loudly teacher explaining the text then david and bagus that standing in front of class do acting like the actor in the humorous texts. In this meeting the teacher still teach with fun and enjoy like before. Then students looks more enjoy to study with humorous texts. They can laugh when find some funny sentence in the story . Beside that they study with enjoy and happy. So the the classroom becomes alive, and the lessons can be easily understood by the students.⁴⁴

Based on the observation held in the 8F of SMPN 1 Mlarak, the teacher showed the process when implementation of humorous texts in reading class as follows:

a. Preparation

Every learning process must have good preparation. The good preparation gives contribution to how the class will run. Besides that, it can make the class well organized. The English teacher: Mrs Sita follows as:

⁴⁴ Look at transcript of observation code : 03/O/15-V/2018

- 1) Preparing lesson plan. Lesson plan is used to describe the procedure or implementation of the technique in learning process to reach the particular basic competence stated in the content standard.
- 2) Preparing material is taught in teaching Reading by using this technique and media from the relevant books, internet and other resource.
- 3) Preparing teaching media which are used to support the teaching and learning of humorous texts. The kind of media are chosen based on the material and the theme is the humorous texts.

b. Application

The presentation of application of humorous texts in teaching English reading at the eighth grade students of SMPN 1 Mlarak is divided in three activities, there are pre-activities, whilst activities, and post activities.

1) Pre-activity

In pre-activity are the activities done by the teacher before teaching and learning process is started. These activities include:

a) Greeting

First meeting, the teacher says greeting to the students. Then, the teacher asks whether anyone is absent or not. Further, the teacher builds the students' motivation in teaching and learning process.

b) Apperception

The teacher gives apperception to stimulate the students' prior knowledge by asking them some questions related to the material.

2) Whilst activity

Whilst activities are the activities which conducted by the teacher during the teaching and learning process. These activities are:

- a) The First Step teacher give humorous texts to students one by one.
- b) The Second step , teacher give instruction for the students to make some groups, every groups contains 4-6 students.
- c) The Third step . teacher give instructions to one student to Read the texts loudly. And one student again to stand in front of class as the actor in the story.
- d) The fourth step , while one of the students read the text loudly teacher explaining the text then one of students that standing in front of class do acting like the actor in the Humorous Texts.

3) Post activity

Post activity is a closing part of teaching. In this step, the teacher asks to the students if there is still something that has not been understood. Then if any student asked, the teacher explained about the part that has not been understood by students. Then the teacher gives

instructions to do the tasks related to the humorous text with their own groups.

c. Evaluation

A teaching and learning need to be evaluated. Evaluation conducted to determine the result of learning process. In this evaluation, the teacher giving evaluation based on students tasks and finally teacher give feedback, conclusion and motivations

The data above supported by interview with the teacher English in the 8F class. This is an interview result with Mrs. Sita about the implementation of Humorous Teks in teaching Reading, as follow:

“In short, the implementation of this technique divided into three steps, there are: pre activities, whilst activities, and post activities. In pre-activities, I say hello and check student’s attendance. In whilst activities, I explain the material to be learned, share the humorous text, I ask student to read text loudly , I aks one of students as the actor/ mediator of the text .Then students discuss with the group and answer the question that related whit the text.. In post activities, I review, and discuss about the material today and close the lesson with the conclusion and motivation.⁴⁵

Based on the observation and interview, about using Humorous Text in teaching and learning English at the Eight grade of SMPN 1 Mlarak it can be inform that the teaching and learning process of English skills especially in reading skill by three steps of general, there are pre-activities, whilst activities, and post activities.

⁴⁵ Look at transcript of interview Code : 06/I/15-V/2018

But actually in reality, reading skill is not easy and simple, either for the teachers or for the students. They face some difficulties in the teaching and learning of reading. According to interview with Mrs. Sita many problems in process teaching reading before her implementing Humorous Text in Teaching Reading, as follow:

“There are several problems in the class, like the students less excited; students less attention, student inactive.

Based on the statement above, many problems in reading class, this problem can be solved by the teacher has to be able to provide some variation techniques or media that can involve students in practicing reading and also give motivation. In learning process is not based on teacher centered anymore but students can also become centered in process learning. The EFL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote the use of oral language.

According Mrs. Sita :

“Since I have used various kind techniques, various kind media or teach even the other but students not active absolutely, but with this technique students can more active in practice learning Reading”.

According Mrs. Sita about the reason she chose implementation this technique, as follow:

“I feel if I use Humorous Texts Students will be more cheerful and interested and more enthusiastic to follow the lesson.

Based on the interview, it can be inform that the implementation of Humorous Texts can help the students to cheerful, more enthusiastic to follow the reading lesson. And also students are more interested and more easily understand the maximum of the contents of the story .

2. Student Response When Teacher implemented Humorous Texts in Reading Class.

The students' respond is important for the implementation this program. It can be used to measure the programs' success. In this event, researcher observed the students' respond especially on the eight grade students of SMPN 1 Mlarak Ponorogo. This way used to get the data about students' opinions, the researcher used interview and questioner for students only. From the result of questioner the researcher find that 95% students agree about Humorous Texts interesting used in English class, 68% Students feel happy when humorous texts applied in English class by the teacher, 73 % students agree about class always fun when teacher used humorous text, 77 % students agree that with the implementation of Humorous Texts students becoming active in the classroom, 82% students agree about Humorous Texts help students in learning reading, 73% students feel suitable if Humorous Texts used for learning reading.

Based on the data above, researcher can conclude that the eight grade students agree that humorous text is interesting. The students feel happy when

humorous text implemented in reading class. The class always fun when teacher implemented the humorous text in reading class. The students more active when teacher implemented the humorous text. The student also state that the implementation of humorous text help them in teaching reading.

The data above supported by interview with some students in the 8F class. This is an interview result with Yoppy, one of the 8F class students, as follow:

“Humorous texts sangat membantu dalam pembelajaran karena mudah dimengerti. Saya merasa senang ketika humorous texts digunakan di kelas reading”.⁴⁶

According Lutfy the 8F grade class students, as follow:

“Humorous texts sangat menarik karena lucu. Humorous texts sangat membantu dalam belajar. Teman-teman saya menjadi aktif dan tidak pasif setelah humorous texts digunakan di kelas reading”.⁴⁷

According Budi , the 8 grade class students , as follows :

“Teksnya sangat menarik. Karena guru menggunakan humorous texts saya menjadi suka belajar reading. Humorous texts sangat membantu dalam pembelajaran dan kelas menjadi lebih menyenangkan”.⁴⁸

Based on interview above, The Students responses is very good, they feel interest with the use of humorous text, they feel humorous text help them in learning reading .The learning become more fun when teacher use the humorous text.

⁴⁶ Look at transcript of interview Code : 01/I/15-V/2018

⁴⁷ Look at transcript of interview Code : 02/I/15-V/2018

⁴⁸ Look at transcript of interview Code : 03/I/15-V/2018

CHAPTER V

DISCUSSION

In this chapter, the researcher discusses the result of the researcher based on the statement of problems. The results of discussion are taken from the observation in teaching learning process, interview, and documentation that held in eight grade students at the SMPN 1 Mlarak Ponorogo. The explanation of discussion as follows:

A. Analysis The Use of Humorous Texts In Reading Class to the Eight Grade Student of SMPN 1 Mlarak Ponorogo .

In teaching and learning process, a teacher is not only concerned with the instruction, but also concerned with the other aspects like designing syllabus; developing teaching aids; applying technique, model and approach of teaching; and providing evaluation. It is known that evaluation of a program is a crucial part of teaching and learning. As we know, that students have different characteristic and learning method, so to know it, the teacher must have any creativity in teaching and learning to makes the student's fun in him or her class and students feel interest and not boring.

The result of the reason the use of humorous text in teaching reading at SMPN 1 Mlarak as state by Mrs Sita, the teacher of English reading, and the result of questionnaire for the students were first, to explore and motivate students capability and interest to study more about English language because there were

many students liked or interested in English. It would give opportunities to explore what they had been interested to.

The second is to be active in the class. Because with use of humorous texts students felt enjoy and laugh everytime. And more students also argued this technique good for implementation in reading class. It is suitable with the statement from related literature chapter II, . Cooper and Sawaf argue that the humor of a teacher encourages children to be always cheerful and happy, and will not get bored or tired quickly. Then Staton also supported the idea that using the opportunity to insert good humor throughout the course would encourage students not to tire of the lesson.⁴⁹

Bored is a very dangerous disease, including in learning. If the disease bored attack someone, then he will suffer disproportionately. People who are attacked by boredom, most of their organs become unproductive. In fact, the brain will not want to be invited to compromise to think and process information. Therefore, according to Staton, when boredom has begun to appear in the classroom, teachers should immediately try to restore it to a fun and relaxed atmosphere. Strategies that are considered effective to restore the calm atmosphere is with the interlude of funny stories and humor. Humor is considered the best, because it is easily inserted in various situations and of course goes into all ages of learners.

⁴⁹ Darmansyah, Strategi Pembelajaran Menyenangkan Dengan Humor , PT Bumi Aksara, Jakarta ,2010 , 67

Communication can be made more interesting with a humor interlude. Humors more accommodate difficult language becomes easier. Humor is able to facilitate a person to express words that are not easily pronounced.

This opinion is supported by (Shor and Freire) , which states that subjectivity is inherent with humor and feelings, both presented through critical idioms and polite expression.

Humor helps the learning moments become real and this is a quality capable of reversing artificial (artificial) school experiences. Students generally enjoy connecting with entertaining teachers (who are able to flirt to attract attention). In addition, students must also build humor from themselves in understanding the teaching materials they learn. Furthermore shor and freire add that if you overemphasize cognitive mastery in learning, then you actually have put aside humor and emotionality. The result is academic education without joy or inspiration. Their life outside of school is full of humor and comedy is one way to feel their subjectivity. When learning takes place without humor and without emotion, it has neglected two subjective at once.⁵⁰

Humor makes communication more familiar. Then the communication between teachers and students is more familiar, allowing students to ask a problem that is difficult to solve and teachers can quickly find out as well as find a solution. In addition, humor also creates a harmonious relationship between teachers and students. Such situations make learners uneasy and increase

⁵⁰ Ibid

confidence. Berk states that humor has the ability to reduce student anxiety, improve learning ability and increase confidence. Humor can also further encourage students to create a fun and useful learning environment used in the classroom.⁵¹

Another opinion states, humor can reduce stress on learners. This according to Flowers provides a significant advantage to eliminate the psychological pressure of students. Using humor in the classroom provides many benefits including reducing stress, increasing motivation, reducing psychological distance between teacher-students, and improving creativity.⁵²

The need for a master has the nature of exponents also raised by Lighthart . Lighthart stated "a teacher should have a laugh and likes to give his students the opportunity to laugh. That is, laughter is the nature of the teacher who is expected. In fact, teachers are expected to create a cheerful atmosphere in the classroom, so as to provide an opportunity for students to laugh together at the right time."⁵³

In this research, the researcher found the teacher in SMPN 1 Mlarak implement students reading ability use Humorous texts to build students spirit, motivation, and achievement in . Before explain the use of the humorous teks in teaching reading, the researcher explains about teaching use humorous teks and how teacher use the humorous texts in the teaching learning process.

⁵¹ Ibid

⁵² Ibid

⁵³ Ibid

Based on the data collection of the use humorous text in teaching reading, the researcher analyzed the ways to use the humorous text in teaching reading .

Generally in SMPN 1 Mlarak Ponorogo, the ways to use the humorous text in teaching reading class had several steps as follows:

1. The First Step teacher give humoruous Text to students one by one.
2. The Second step , teacher give instruction for the students to make some groups, every groups contains 4-6 students.
3. The Third step . teacher give instructions to one student to Read the texts loudly. And one student again to stand in front of class as the actor in the story.
4. The fourth step , while one of the students read the text loudly teacher explaining the text then one of students that standing in front of class do acting like the actor in the Humorous Texts.
5. The fifth step , teacher asks to the students if there is still something that has not been understood. Then if any student asked, the teacher explained about the part that has not been understood by students. Then the teacher gives instructions to do the tasks related to the humorous text with their own groups.
6. The Sixth step , the teacher giving evaluation based on students tasks . And finally teacher give feedback ,Conclusion and Motivations.

Based on the explanation above, the researcher comes to the conclusion that the use of humorous text s is easy to be applied. The teacher shared humorous text to the students. The teacher ask student to make some groups because they

will discuss in a group. The teacher give intructions to read text loudly, then one student standing in front of class as the actor of the story. Then while one of the students read the text loudly teacher explaining the text then one of students that standing in front of class do acting like the actor in the humorous texts. Teacher explained about the part that has not been understood by students. Then the student do the tasks related to the humorous text with their own groups. And finally teacher give feedback, Conclusion and Motivations.

B. Analysis of The Students Response to The Use of Humorous Texts In Teaching Reading to the Eight Grade Student of SMPN 1 Mlarak Ponorogo

The students response is very important in the learning. Without response from the students the process of learning will not be succesfull , because the learning objectives are not achieved. But in fact there are still found a lot of students who tend to be passive, lack of spirit, and less motivated in the classroom. This is due to the teacher's strategy and explanation that feels monotonous and boring. To solve this problems , english teacher have to find the solutions . and in this case mrs sita choose the humorous text as the solutions of this problems. The choice of humorous texts is because teachers believe that with humorous texts, students can be more relaxed and happy in following the lesson, not tense and the atmosphere in the class becomes more alive.

From the observation, the researcher found some information about the students response to theof use humorous texts in reading class to the Eight Grade

Students of SMPN 1 Mlarak Ponorogo , as follows : Students look enthusiastic, student attention is on the teacher, when the teacher taught the students smile and laugh, passive students seen decreases, students look relaxed and not tense, and classroom atmosphere becomes more lively and students easily to understood the materials.

It is suitable with the statement from related literature chapter II, Humor is something that is able to provoke or cause the listener to feel tingling feeling funny, so compelled to laugh (James Dananjaya). Humor in learning is a communication done by teachers by using words, language and image inserts that can make students to laugh. Inserts humor given can be shaped anecdotes, short stories, cartoons, caricatures, social events, life experiences, or jokes that can stimulate the creation of a jovial mood, relaxed, and fun in learning. It is this humor that will be discussed further in the next exposure, especially in relation to learning.⁵⁴

The use of humor in the classroom is still little done by the teacher. They may not know that humor can provide a remarkable effect on improving the quality of interaction. Humor can prevent a person from excessive boredom. Cooper and Sawaf argue that the humor of a teacher encourages children to be always cheerful and happy, and will not get bored or tired quickly. Then Staton

⁵⁴ Darmansyah, Strategi Pembelajaran Menyenangkan Dengan Humor , PT Bumi Aksara, Jakarta ,2010 , 67

also supported the idea that using the opportunity to insert good humor throughout the course would encourage students not to tire of the lesson.⁵⁵

Furthermore, from interviews with teachers and students, get that with text students who are more enthusiastic, more fun, enjoying and not bored for the lessons. This is because the teacher gives funny material to the reading class, so students can smile more and laugh while learning without feeling tense and bored. In this way, of course the subject matter will be easily understood by the students. Teachers also teach with humor and smile a lot, so that students feel comfortable and happy to follow the reading lesson.

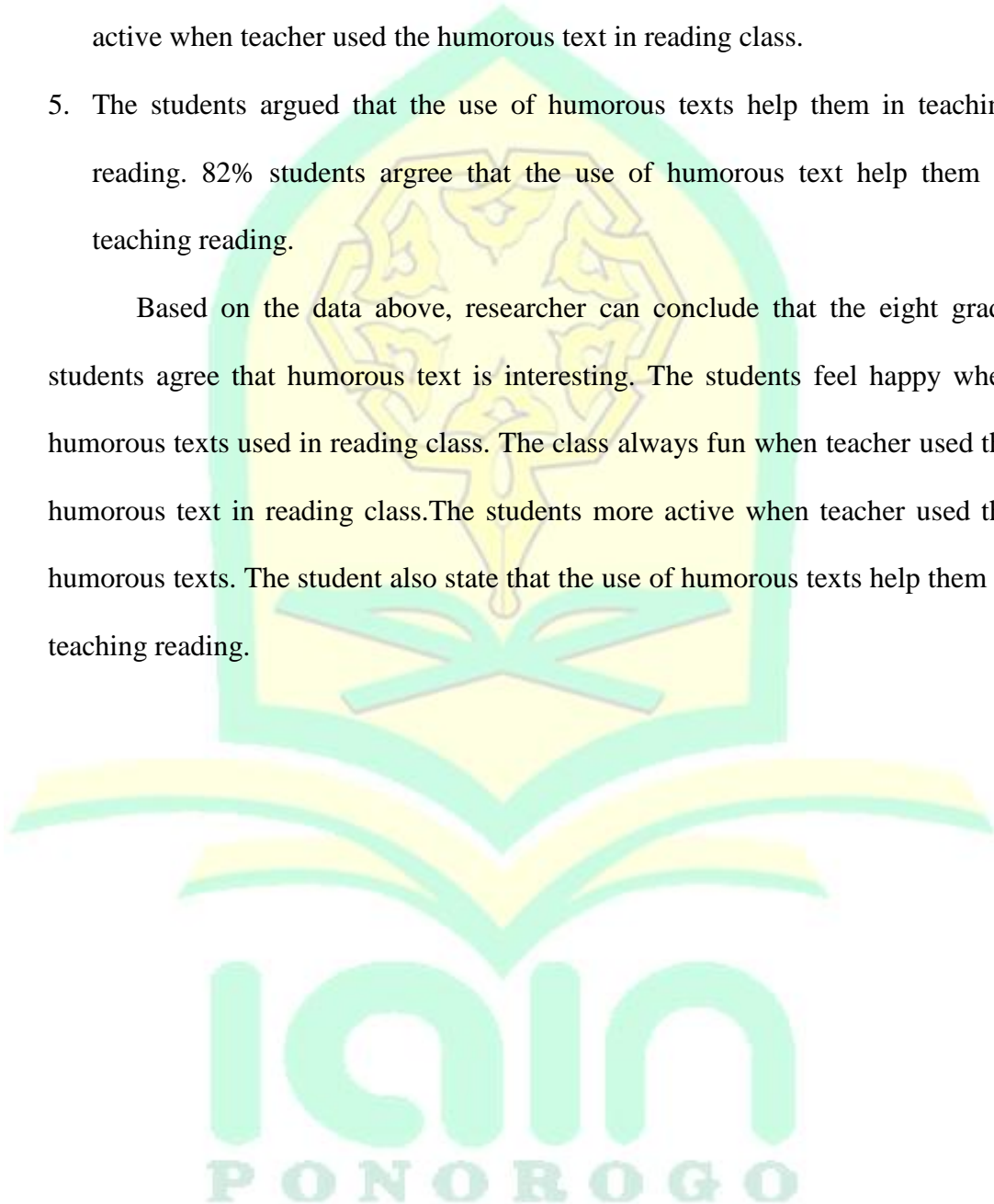
The students response about the implementation of humorous text have many respond from the students in the eight grade in SMPN 1 Mlarak Ponorogo. The students respond as follow:

1. The students argued that the use of humorous text is very interesting. 95% student agree that humorous text is interesting.
2. The students feel happy when humorous texts used in class . 68% student feel happy and 9% feel very happy when humorous text used in class by the teacher.
3. The students argued that class always fun when teacher used the humorous text in reading class. 77% students agree that class always fun when teacher used the humorous text in reading class.

⁵⁵ Ibid

4. The students argued that they become more active when teacher used the humorous text in reading class. 77% students agree that they become more active when teacher used the humorous text in reading class.
5. The students argued that the use of humorous texts help them in teaching reading. 82% students agree that the use of humorous text help them in teaching reading.

Based on the data above, researcher can conclude that the eight grade students agree that humorous text is interesting. The students feel happy when humorous texts used in reading class. The class always fun when teacher used the humorous text in reading class. The students more active when teacher used the humorous texts. The student also state that the use of humorous texts help them in teaching reading.



CHAPTER VI

CONCLUSION

In order complete this study, the researcher would gave some conclusion and offer some suggestion for the institution, the teacher, and the students.

A. Conclusion

After completing the description and analysis of data, the researcher continues to the final step of this thesis. In this chapter, the researcher takes conclusion in the last chapter that:

1. **The Use of Humorous Texts in Teaching Reading to the 8th Grade Students of SMPN 1 Mlarak Ponorogo.**

The Use of Humorous Text In Teaching Reading of the Eight Grade Students at SMPN 1 Mlarak Ponorogo in Academic Year 2017/2018, Is as an effective to make students feel fun, Enjoy , and unbored in learning reading. In this process the teacher has done in teaching reading using humorous text. The unique one when using Humorous Text is students can more active in the class, So this is will help the student to focus during learning process. Process the use of Humorous texts in teaching reading are the teacher prepares the material and teaching media which are used to support the teaching and learning process.

Preparing of the teacher is includes three steps: Pre activity, are the activities done by the teacher before teaching and learning process in started.

Main activity, in this activity, The teacher shared humorous texts to the students. The teacher ask student to make some groups because students will discuss in a group. The teacher give intructions to read text loudly, then one student standing in front of class as the actor of the story. Then while one of the students read the text loudly teacher explaining the text then one of students that standing in front of class do acting like the actor in the Humorous Texts. Teacher explained about the part that has not been understood by students. Then the student do the tasks related to the humorous text with their own groups. And last activity teacher give feedback, Conclusion and Motivations.

2. The Students Response To The Use Of The Humorous Texts In Reading Class to the Eight Grade Student of SMPN 1 Mlarak Ponorogo

Based on result of observation and interview ,when teacher use of humorous text students who are more enthusiastic, more fun, enjoying and not bored for the lessons. This is because the teacher gives funny material to the reading class, so students can smile more and laugh while learning without feeling tense and bored. In this way, of course the subject matter will be easily understood by the students. Teachers also teach with humor and smile a lot, so that students feel comfortable and happy to follow the reading lesson.

Moreover, mayority of students feel happy when humorous texts used in reading class. The class always fun when teacher used the humorous text in reading class.The students more active when teacher use the humorous text.

The student also state that the implementation of humorous text help them in teaching reading.

B. Suggestion

1. For Institution

SMPN 1 Mlarak should be encouraged and supported by English teacher to improve their quality in teaching. It can be done by providing facilities that needed by both of teacher and students. So that, the teaching and learning process will run well. Beside that, the institution should be hold regular meeting with the English teacher in order to discuss about the problem they facr and to find out the solutions.

2. For Teacher

a. Applying the various kind of English teachers' development may provide the teachers and the students with new experiences in the teaching learning process. Teachers are suggested to select the appropriate teaching media to be used; therefore the teaching goals could be achieved. Teachers are also suggested to enrich the way they teach by applying various kinds of interactive activities during implementing Humorous Text. Also, it can motivate English teacher in improving student's motivation to get more knowledge and make the new innovation by using humorous text learning process.

- b. In English teaching, the teacher has to be creative, innovative and is always able to develop their imagination to create enjoyable learning. Thus, the teacher is suggested to apply the suitable strategy and media in teaching English. Here humorous texts can be chosen as the attractive way to improve students' skill. So, in teaching learning the teacher has to use various medias and methods, it makes students are not bored and afraid in Reading Class.
- c. Before teaching, the teacher should know and understand about the students' ability and their attitude. It was important in order to give the best service in teaching process.

3. For Students

- a. Reading is a way to get knowledge. By reading , students will enrich their knowledge. To understand the material , Good students have to increase their reading comprehension.
- b. The students are suggested to have active participation in attending English classroom activity and not to feel shy or even doubt of making mistakes. By having active participation in asking problems, they can reduce their difficulties in English skill process. Finally, they will get good English skills' achievement.

BIBLIOGRAPHY

- Adnan, Muhammad Latief. *Research Methods on Language Learning An Introductions*. Malang: UM Press, 2014.
- Ahmadi , Abu And Supriono Widodo. *Psikologi Belajar*. Jakarta: Rineka Cipta , 2008.
- An Introductory Brief, *Qualitative and Quantitative Research Techniques for Humanitarian Needs Assessment*, A caps Better Assessment Better Aid, May 2012, p.3
- B Miles, Matthew & Michael Huberman, A. *Qualitative Data Analysis (second edition)*. London: SAGE Publication.1994.
- Brown, James Dean. *Using Survey in Language Program*. University of Hawaii at Manoa Honolulu, Hawaii. 2001.
- Creswell , John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (third editions)*.California:Sage Publications, 2009.
- Darmansyah, *Strategi Pembelajaran Menyenangkan Dengan Humor*. Jakarta: PT Bumi Aksara, ,2010.
- Gewati, Michael. Minat Baca Indonesia Ada di Urutan ke-60 Dunia, ",(online), (<https://edukasi.kompas.com/read/2016/08/29/07175131/minat.baca.indonesia.ada.di.urutan.ke-60.dunia>). diakses pada 14 juli 2018).
- Hayati A Majid & Gonniband Zohreh & Shakeri Nahid. Using Humorous Texts In Improving Reading Comprehension," *Theory And Practice In Language Studies*, 2 , Vol 1 , Finland: Academy Publisher, June, 2011 , 653.
- Irham , Muhammad and Wiyani novan Ardy. *Psikologi Pendidikan*. Yogyakarta: Ar-Ruzz Media, 2013.
- Iskandar. *Psikologi Pendidikan (Sebuah Orientasi Baru)* . Jakarta : Ciputat Mega Mall, 2012.

- Johnson, P Andrew. *Teaching Reading and Writing (A Guide Book For Tutoring And Remediating Students)* . United States of America: Rowman & Littlefield Education .2008.
- Kaya, Ebru. *The Role of Reading Skills on Reading Comprehension Ability of Turkish EFL Students*. *Universitepark Bulten* , Volume 4 (2015), 38.
- Moleong, Lexy J. *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya, 2000.
- Richards, Jack C. *Curriculum Development in Language Teaching*. Cambridge University Press. 2001.
- Rochmawaty, Pryla. *Task-Based Active Learning in EFL Speaking Class*. Ponorogo: STAIN Ponorogo Press , 2014.
- Santrock, John W. *Educational Psychology*. New York: McGraw-Hill, 2011.
- Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2006.
- Syah, Muhibbin. *Psikologi Pendidikan (Dengan Pendekatan Baru)*. Bandung: Remaja Rosdakarya, 2008.
- Syamsyudin and Damianti Vismala S. *Metode Penelitian Pendidikan Bahasa*. Bandung : PT Remaja Rosdakarya , 2006.
- Wanzer, Melissa. *Use of Humor In The Classroom*. New York: Canisius College