

THE USE OF HUMOROUS TEXT TO IMPROVE READING COMPREHENSION

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Abstracts

The main purpose of this study is to know the improvement of teaching reading comprehension by using humorous text at SMAN Pakusari in the 2017/2018 Academic Year. The method of this research is classroom action research (CAR). This research was done in two cycle which consisted of planning, implementing, observing and reflecting in each cycle. The subject of this research are tenth science 1 grade students of SMAN Pakusari totaling 36 students. The research instruments used were reading test and observation checklist Based on result of data analysis there are improvements on students' reading comprehension. The research was done in two cycle. Based on the data, the second cycle is better than first cycle and from cycle 1 to cycle two, the reading comprehension of students is improve.

Keywords: Humorous Text, Students' Reading Achievement

Introduction

Reading becomes one of the important language skills that students need since the first time they start to study English. Through reading students can get much information, knowledge, as well as insight. So, that is why students need to be good in reading and get much information to increase their knowledge and ability. In addition, the students are expected to develop their reading ability in understanding and comprehending many kind of text. Linse (2005:71) reading comprehension is an ability to understand a text by readers. The readers do not only read the text but also

understand what the text talking about. However, Rupp, A andre (2008:57) mention that reading comprehension is complex, interactive and integrative and requires the effective interaction of multiple mental representation of text. It means that reading comprehension is complex activity that must be done effectively, integratively, as well as interactively by reader to get the necessary things stated in the text.

From the theories above, the writer concludes that reading comprehension can helps the reader to search and get information or meaning or ideas from the text. Identify the relationships among the words and

concept, the structure of ideas and ability of knowing the writer's purpose and education. In addition, the teacher should develop an appropriate strategy to make students understand how and what they have read.

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

From the fact above, the researcher is interest in making an effort to know the use of humorous text can improve students' reading comprehension. According to Attardo (2001:33) the definition humorous text is a text whose perlocution goal was to be perceived as funny. Supporting the same idea Deiter (2000:20) stated that humorous text is anything that is perceived to be funny, comical, or amusing. Shaughness and Stanely (2011: 653) humorous text is the power to play as a way to get students to read and make them take pleasure off their reading. Bell and Pomerant (2015:101) stated that Humor is found in some studies to promote a sense of immediacy and connection between teacher and students, to reduce anxiety, and

to increase enjoyment of and interest in the class. In short, chosen humoros text can be used in classess to create a better working atmosphere and can be a very effective teaching tool in the teaching and learning process.

Kolek in Attardo (2001:40) stated that jokes or humorous text would have to be narrative in order to be the basic narrative unit of the text, and he was also thinking of humorous text as constitutive elements of narrative, but also as narrative which can themselves be expanded, filled with other jokes. However, Polmer in Attardo (2001:44) sees humorous narrative as a basic serious plot disrupted to greater or lesser degree by humorous element. Furthermore, Morin in Attardo (2001) had merely rediscovered the truism that jokes are narrative (consider that good definition of jokes could be a short narrative text which is funny). In the other word, this is not to say that all humor is narrative, but merely that jokes are type of the text which is a subset of narrative. For example the humorous text in narrative is "Han Rybeck or one for the road.Icelandic tale" by Alphonse Allais.

To create classroom reading activities that will develop and run well, teacher should set up good technique with good procedures of applying humorous text. Teaching reading using humorous text will be done in group work. Majid, Gooniband & Shakeri (2011:644) stated the procedures or steps in

teaching reading comprehension using humorous text as follows : First teacher gives detail rules how to do this activity, including what the students should do in this activity. First, teacher give reading text to the student. Second, teacher give reading session in 20 minutes. Third, the volunteer of each group should read aloud to attract everyone's attention. Next, other students could ask the volunteer any question they had about the text. And the last, students make a glossary of words which were thought may be difficult for them to understand.

Research Method

The research conducted here is a classroom action research (CAR) to improve the teaching quality by evaluating the ability of the students. According to Ary (2010:514) action research is a process to improve education by incorporating change and involves education working together to improve their own practice. Furthermore, Arikunto (2014:130) explain that classroom action research is accuracy against the activity that is carried out intentionally and it takes place in the class. The aim of classroom action research in nature is improving the learning practice. By doing classroom action research, teacher can develop technique, method or approach in observing their effectiveness in classroom. Beside that, classroom

action research is a reflective way for the teacher in developing the curriculum and increasing competent and autonomous in professional judgement.

Based on the explanations above, it can be concluded that classroom action research is one of the strategies in improving or increasing the practice of learning. It can be achieved by doing such reflection in order to diagnose condition, and then try it systematically as an alternative way to solve learning problems that is being faced in class and give contribution to other teachers as well as to students in general.

In improving the students' reading comprehension, the researcher uses an action research that consists of four steps, they are as follow: (1) the planning of the action, (2) the implementation of the action, (3) observation, and (4) reflection of the action. The subject of this Classroom Action Research is the tenth grade students at SMAN Pakusari.

The criteria of success are used in order to know whether the implementation of the action is achieve the target. The target score of students' is 75. The actions is regarded successful if more than 70% of students can achieve the target score, that is ≥ 75 . However if the the target not be achieved in the first cycle, the action will be continued at the next cycle. The research instrument used in this study are reading comprehensionn test and

observation checklist. Reading test is conducted in this research to measure the tenth grade students' reading comprehension using humorous text. While, The researcher use observation check-list as a technique to collect the data about the teacher's activities, and also the students activities in learning process. The data will concern with the implementation of humorous text to teach reading at tenth grade student of SMAN Pakusari. The observation would be focused on the students' active and passive involvement in teaching learning process. The indicators of the active students were as follows: (1) Paying attention, (2) collaborates in group, (3) students asking and giving opinion (4) student doing exercises

Result and Discussion

From the result of reading test, it showed that only 23 of 36 students (63,88%) had achieve the standard score requirement that is 75 and the mean score of class obseravation was 38,88% students were active and 61,11% students were passive. It means that the test in cycle 1 not successful because of some problem such as (1) the researcher did not explain humorous text clearly, (2) students still confused to find main idea and (3) some of students were passive in the class. Therefore, the researcher planned some activities for the second cycle in order to get success

Taking the problem in cycle 1 into consideration, the researcher did some modification to the way of teaching humorous text. Based on Ness (2009) The advantages of employing jokes as fluency text surpass the idea that jokes enable readers to have fun with reading: jokes are avenues for learning new vocabulary, and diverse facets of meaning of word. While, Berk (1998) stated that humor is one method by which teacher can make their relationship with students closer when teachers have sense of humor and are not afraid to use it, student will relax and become listener. So that's why in the cycle 2, the first is the researcher made fun condition in the class by giving some jokes or humor to attract students attention and to make students more relax before learning English. After delivered some jokes the researcher explained more about humorous text and change the procedure in teaching learning process. The researcher divided the class into group work. One group consist 5 until 6 students, it was to make students more active in the class. The second is the researcher asked the students to make a glossary word. Then, the researcher gave some question and group of students should answer directly to make them understand the text clearly. Next, the researcher asked each students to find main idea, one student should find one main idea. The last is the volunteer of each group read the result of group work in front of the class

From the result of reading test, it showed that 30 of 36 students had achieved the standard score of requirement that is 75 and the mean score of class observation was 86, 11% students were active and 13, 88% students were passive. It could be concluded that the second cycle was successful and the action was stopped. Based on the result in each cycle of this research, we could see that the cycle 2 was much better than in the cycle 1.

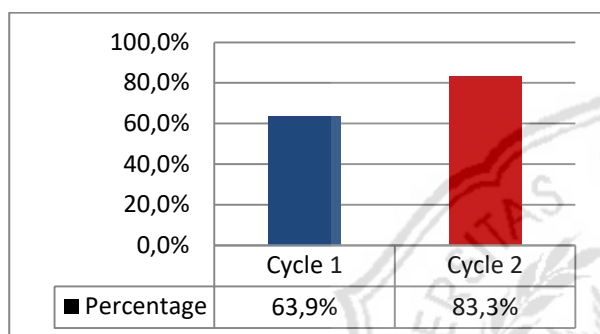


Figure 1. The comparison of reading test in cycle 1 and cycle 2

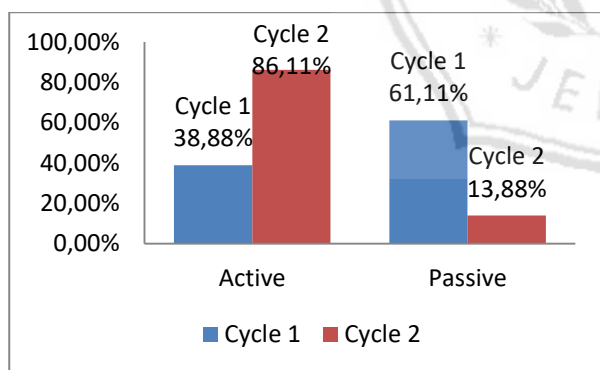


Figure 2. The comparison observation in cycle 1 and cycle 2

Conclusion

The use of humorous text could improve the tenth grade students reading comprehension at SMAN Pakusari in

2017/2018 Academic Year by creating fun learning environment. Humorous text is worthy and useful to be applied in improving the students' comprehension.

Considering the result, some suggestions are given to English teacher, the students, and the other researcher. (1) For the English teachers are suggested to be more creative, explain the lesson clearly and creating fun learning environment to improve students reading comprehension. The teachers should improve their ability in teaching English and choose the best strategy to solve students' learning problem. (2) For students are suggested to follow the learning process using humorous text very well and should be more creative in learning process. (3) For the other researcher, After knowing that humorous text can improve students reading comprehension, the researcher hopes this research can be used as a reference for other researchers.

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