

**THE USE OF HUMOR TEXT TO MOTIVATE THE STUDENTS IN  
DEVELOPING READING INTEREST AT DARUL IHSAN BOARDING  
SCHOOL**

**THESIS**

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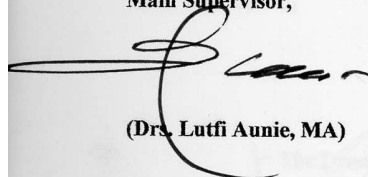
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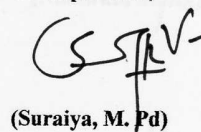
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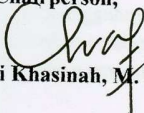
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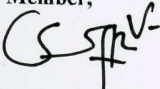
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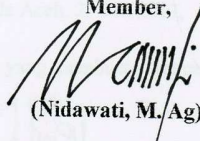
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## ABSTRACT

In order to make the class more funny and effective, teachers need to know what students needs. However nowadays, there are still teachers who do not do so. One of the issue is that teachers do not aware of what kind of text that can motivate students in reading interest. Therefore, the researcher conducted this research with the aims to investigate whether humor text can motivate students reading interest and students' responses toward using humor text to motivate their reading interest. The population of this study is the second year students of MAS Darul Ihsan. As the sample, the researcher took two classes out of four, one consisting male only and other only female, namely 2 IPA A and 2 IPA C with 51 students. This study used quantitative and qualitative methods. The data were collected by using questionnaire and interview. The questionnaire consists of 11 questions. The interview consists of 5 questions. The results of questionnaire showed that using humor text as reading material could improve their reading interest and their motivation. It can be seen from 46.875% of them strongly agreed, and 53.125% of them agreed. The result of interview showed that they love to read humor text because it can motivate them to read text in English. Using humor text make the class atmosphere more enjoyable and fun than that of other texts because the content of humor text is entertaining. Further, most students want their teachers use humor text as supplementary material in class.

*Keywords : Humor text, Motivation, Reading interest.*

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of study**

Reading is one of four skills of increasing the students knowledge of the language. By reading, the students meet new ideas, acquire fact and information about variety of subjects, learn about the lives of other people about, life in other lands, enrich his mind and imagination with new and significant ideas and experiences.

In reading comprehension, the message to be imposed in the written form is the most important element that students must recognize, because the primary purpose of reading is to know the thoughts expressed in printed material. Therefore, reading with comprehension is only a way for students to arrive at what they want to know from the reading material. However, the problem was how the teacher motivated student to want to make them willing in reading class.

There were many factors inhibiting the students less interesting to read, one of which was a environment, like students who stayed in islamic boarding school. They had have little time to read because many other subjects that they had have mastered, so that, some efforts to grow student's reading interest performed with a variety of efforts, various groups, especially educators use various methods and media.

Actually, a similar study on this topic has been carried out by Rahmat (2014) with the title *Using Humor text in Teaching Reading Comprehension*. It has discussed how determine the improvement of the students comprehension skill. It was showed in test score in which the post test result was higher than pretest. Pre test result was 80.35 while post test was 89.39 in average. In short, using humor text was successful to increase students capability in comprehension.

Then, Sari (2014) in her research under the title "*The Effectiveness of using English teens magazine towards Students' Reading Interest*". The objective of this study is to find out the empirical data concerning whether English teens magazine as reading material is effective towards students' reading interest. This study was held in December 2013 at SMA N 4 Depok. The method used in this study was quantitative method in the design of quasi experimental study. The sampling technique used in this study was purposive sampling. The writer took two classes as the subject of this study that were experimental class and controlled class. The writer had compared the questionnaire score of before treatment was given and after the treatment was given. The result showed that there is a significant difference between students' reading interest by using English teens magazine as reading material and without English teens magazine. It means that the English teens magazine effective and applicable at the first grade of SMA N 4 Depok towards students' reading interest.

Teachers were great in their quest in using various reading techniques to motivate their students. However, some techniques were just as less effective as they tend to repress rather than motivate reading. The idea of intrinsic reading

motivation is embedded in young reader's choice of reading materials. Mohr, (2006) urged educators to understand students' reading preferences, and how to motivate them. The need for children's choice in reading motivation is emphasized by Jones, Hartman, and Taylor (2006), "the most important aspect of teaching the reluctant reader is to remove his fear".

Using humor text as supplementary materials in reading comprehension class is beneficial to facilitate a relaxed atmosphere and enjoyment for students, so they will have strong motivation in reading. Thus, they will try to comprehend the content of the reading passage. Furthermore, the routine of the reading class will be broken and the students' knowledge will increase. Grotjhan (1957) states the importance of humor can be used to express an unending variety of emotions. It is based on guilt free release of aggression, and any release makes us perhaps a little better and more capable in understanding one another, ourselves, and life. What is learned with humor is learned well. Humor gives freedom and freedom gives humor. The beneficial use of humor in students' learning is shown by Blumenfeld and Lynne (1986): Humor can have positive effects upon students' learning conditions. When the learning materials or teachers' explanation on the materials is not easy to grasp, less clever students will feel themselves "stupid" and stop asking questions. These students fear that their classmates will laugh at their "stupid" questions. The use of jokes will create a more relaxed situation so that a less clever group is not discouraged to get themselves involved in the discussions. Humor motivates the students to work hard to reach their goal. Humor is also a

means to get them respect individual differences and divergent thinking, and is safety valve for tension and aggressive behaviour”.

Reading needs practicing. In accordance with this statement, Palmer (1974) says that one of the teacher’s task is to encourage students to read as much as possible because there is strict limit to what can be achieved during the class time. Since humor texts are interesting and enjoyable, it will motivate the students to read more.

Result from survey by White (2001) shows that both teachers and students believe that humor should be used to relieve stress, gain attention, and create a healthy learning environment. Then, Schmitz (2002) stated that presentation and study of humor text should be important, intergrated part of foreign language classes. He adds that using humor in language courses, it will make class enjoyable, can contribute to improving students’ profienciency and make students want to read more.

Based on the writer’s experiences when teaching practice at Darul Ihsan boarding school, the students also complained about material used by teacher and made them bored and less interest in reading. They are many students who still have less motivation in reading. It made them felt lazy to read material. We as a teachers, we should motivate our students to raise their interest and wiling to read the reading material and make them enjoy when they read. In this case the writer will have given humor text as material to motivate them in reading.

Based on the thing mentioned above. The writer intended to put the issue into much concern by conducting this research entitled “*THE USE OF HUMOR TEXT TO MOTIVATE THE STUDENTS IN DEVELOPING READING INTEREST AT DARUL IHSAN BOARDING SCHOOL*”.

### **B. Research Question**

Based on the background of study above, the research question can be stated in such formulation below:

1. Does humortextmotivatestudents’ reading interest?
2. what are students responses toward using humor text to motivate their reading interest?

### **C. Research Aim**

1. To investigate whether humor text can motivate students’reading interest
2. To figure out students’ responses on using humor text to motivate their interest

### **D. Significance of study**

The result of the research is expected to be useful reference for the English language teaching particularly for teaching reading students for the English teacher for other and for the writer himself.



a. For teacher

To recommended teacher to insert humor text as material in learning process.

b. For students

The development of students motivation to read.

c. For next researcher

The finding of the study will initiate future researchers to do further study in this regard or area.

## **E. Research Terminology**

There are some terms used in this thesis which need further description in order to avoid readers' confusion.

### **1. Reading**

Charles in Tohir (2001) stated that reading is transmitting of information process where the author tells the reader about his ideas or message.

According to william (1984) reading can be point as four steps process.

Such as:

- a. Word perception, the ability to recognize a point
- b. Comprehension, the ability to infer ideas from words
- c. Reaction, a step in which the reader intercts intellectually and emotionally

d. Integration, absorbing the ideas in context of one's personal background

## 2. Reading interest

According to Mc Kool (2007), reading interest is defined as reading done when students are outside the school compound. Furthermore, the US Department of Education (2005) defined reading interest as whether or not students like to read in their spare time.

In this thesis, reading interest refers to how excited someone is to engage in reading some written material.

## 3. Humor

According to Webster New World Dictionary (1996), humor is quality that makes something funny or amusing: comicality, it also means mood, state of mind. Humor must be funny but it has been considered that funny element is not the humor but symptom of it. Funny used in the little to refer to humor and act, which can cause laughter.

Text is a piece of written or printed material regarded as conveying, the authentic or primary form of particular work.

So, humor text is a piece of material that contains something funny or amusing.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the writer discussed and elaborated some theories which related to the study. The discussion focuses on reading interest, and humor text.

#### **A. Reading Interest**

##### **1. Definition of Reading**

The discussion of reading has been mentioned by many experts in many literatures. The definition of reading according to Nunan (1989) is process of decoding written symbols, working from smaller units (individual letters) to large ones (words, clauses and sentences). In addition Haris (1980) defined reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is result of interaction between the graphic symbols that represent language and reader' skills, cognitive skills and knowledge of the world. In this process, the reader tries to recreate the meaning intended by writer.

Mackey (1988) stated that reading is an active process. The reader forms a preliminary expectation about the material. Then selects the fewest, most productive clues by necessary to confirm or reject the expectation. Moreover, Bond (1984) defined reading as the recognition of printed or written symbols that serve stimuli to recall of meaning built up through the reader's past experience. It means that when a reader reads a written material,

he involves his background experience to derive the meaning from printed symbols.

Brown (2004) stated that reading is process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of reading process to finally reach their understanding about the meaning of the texts they read.

Oxford dictionary (1991) defined reading is an activity to look at and to understand the meaning of the written on printed word or symbol. So, reading generally in ability to achieve meaning from a written material or it might be from of communication between a reader and a writer. It is one of the important activities in human life. By reading, people not only can get a knowledge and meaningful information but also increase his knowledge.

Furthermore, Gibbons (1993) stated that reading is process of getting meaning from print. It is means that reading is an activity to get information from written text. In activity, there is interaction between the author and writer because the writer delivers his or her idea to the readers through the text.

Another definition of reading is given by Grellet (1998) that reading is a constant process of guessing, what one brings to the text is often more important that one finds in it. Further, Grellet defines that reading is an active skill that constantly involves guessing, predicting, checking and asking oneself questions.

Based on theories above, it can be concluded that reading is an active process of constructing a set of meanings by the reader toward the text by involving the ability to find what the writer's purpose. Reading is actually a sort conversation between a writer and a reader. Author's message will be means of communication if only the reader can reach and interpret what the author actually says or means.

## 2. Definition of Interest

Interest is the second factor which determines as attitude in working or studying actively. Learning process will run well, if the students have an interest. It is means, situation or condition of paying attention and enjoying in some activities and contents. According to Frenshen (1957), interest is a condition response of pleasure or satisfaction which accompanies intellectual's consideration of something or ideas or participation in some activity.

Furthermore, Hidi (2006) defined interest as a unique motivational variable, as well as a psychological state that occurs during interactions between persons and their objects of interest, and it is characterized by increased attention, concentration and affect. It means that interest can influence the students mindset become positive in learning process. The positive mindset gives more attention and concentration for the students in certain subject matter.

That statement is parallel with Hidi (2001) in the other paper argued that interest is the monitor in establishing all of activities or information what

we want or what we select. It means when we are interested, we are attentive and focused of object or activity that make us interest. The students will study regularly or effectively and they will success if they have a high interest.

David (1982) stated that on personal is a positive interest that will increase the chance for success. Hurlock (1987) further added interest is the result of the motivation which can convey the people to do and to choose all activity that they want. It means that, in teaching learning process, the teachers should not only transfer knowledge to the students but they should also increase their interest in learning in order that they want to learn harder and have motivation to learn.

Based on the statements above, interest is one of the psychological items which has an important role in a human beings especially in education. Learning process will go well if someone has an interest. The student who has an interest in learning a subject matter, will comprehend the material at a deeper level than the student who has not.

### 3. Kind of Interest

Interest is divided into two parts; there are personal interest and situational interest.

#### a. Personal Interest

Personal interest comes from people themselves. Thus, a person's interest can also be triggered by a visual stimulus such as a play object, or viewing a picture, an auditory stimulus such as hearing a conversation, or a combination of visual and auditory stimuli like a TV show.

According to Schunk (2008), “personal interest is a more stable personal disposition toward a specific topic or domain. That statement is in line with Susan (2006) statement, “personal interest is a person’s ongoing affinity, attraction, or linking for domain, subject area, topic, or activity. This definition tells about personal interest usually is assumed to be directed toward some specific activity or topic, such as a particular interest in sports, science, music, dance, or computers. In contrast to curiosity, this is assumed to be characteristic of the person that more diffusely directed, such as someone who is generally curious about many things.

#### b. Situational Interest

Situational interest is different on personal interest. The situational interest can be influenced by environment; it does not come from people themselves. Situational interest, in contrast of personal interest; it can change quickly and depends on the current situation. Beside that, Schraw (2010) said that, “situational interest; a person’s current enjoyment, pleasure, or satisfaction generated by the immediate context. It can be concluded that the situational interest should be adopted to describe all environmentally-triggered interest.

The similarity between personal and situational interest are; First, both situational and personal interest results in the psychological state of interest that involves increased attention and cognitive functioning, persistence and has an affective component. Second, personal and

situational interests emerge from the interaction of the person and certain aspects of the environment and are content specific. And the differences between personal and situational interest is the personal interest tends to focus on individual differences, whereas the situational interest centers on creating appropriate environmental settings to create interest and motivate learning.

Students' reading interest is one of the examples of situational interest. According to Hidi (1992):

"Situational Interest is the psychological state of being interested in the task or activity. Thus, reading researchers have studied situational interest by investigating interest on the part of readers. There are many different features of text that can generate interest, such as novelty, surprise, complexity, ambiguity, and inclusion of certain types of themes."

Based on the statement above reading interest is one part of situational interest. Reading interest depends on the context, such as reading material and reading material contains of texts. The texts should have the characteristics; they are novelty, ease of comprehension, and more meaningful contexts. The students may have a high interest during they assume the text is interest.

#### 4. Reading Interest

Reading is a skill and it can only be developed by practice a lot. In order to be able to understand any kinds of text, a reader must have some skills that will support his understanding. However, a reader reads for many purposes. He will have different methods for different text being read. A reader may not use the same method when he reads science books and novel.



If it measured by the time, it can be guessed that a reader will read novel faster than science books. It is, of course because he has something which makes him reading novel faster than science books. Something that a reader has to support his reading is what known by interest.

Interest is define as interaction between a person and an object within the environment (Ulrike, 2012). In other words, there is something happened which made a person and an object interrelated each other. Interest in the field of education can be referred to as a psychological state or selective preference toward particular domain of the study (Shyang,2013). In accordance with the two definition of interest, it can be revealed that interest is the psychological aspect which can make someone doing a particular activity or predispose to an object.

Reading interest is someone tendency toward object or desire activity with some reading material. Thomas (2001) stated that reading interest refers to how excited an individual is to engage in reading some written material. It can also refer to an individual's perception of how stimulating of fulfilling reading material can potentially be. Based on the definition provided by Thomas (2001), reading interest resolves around an individual's attitude towards the process of reading towards different reading materials.

Thus, reading interest arise from different needs (Adetoro ,2010), discussed that all cases of reading interest, the attention may arise from the particular needs of an individuals. In most case, the interest to engage in the

activity of reading arises from a need to gain information about individual's surrounding and contexts. In addition, Miranda (2011) noted that according to several studies, evidence has been uncovered supporting the hypothesis that reading interest and engagement are the key factors that determine reading success. Simply put, when individuals are more interested in reading, they become more successful readers, as measured by their reading speed, their comprehension, and the quality of their vocabulary. Hence, increasing reading interest can be considered as one of more significant and effective ways by which to influence the success of individuals at reading.

Thus, students' reading interests were defined by how often students read about things they are passionate about, spend their free time, and what they are interested in. Why and what they read or do not read were also considered when examining their reading interests.

## 5. Factors Contributing Reading Interest

There are two factors that can influence the reading interest; cognitive aspect, and affective aspect

### a. Cognitive Aspect

Elizabeth (1978) said, the cognitive aspect is based on the concept that children develop in the areas related to the interest. The cognitive aspect of children's interest in reading, for example, is based on their reading concepts. If the students thought that reading is a good way to learn something and to know many knowledge or information, it might increase their knowledge itself. Otherwise, if the students thought that reading is

not a good way to learn something and it is a boring activity, their reading concept assume that reading just a tedious activity.

Concept that makes up the cognitive aspect of reading interests are based on personal experiences and what is learned in the house, the school, and the community and from different forms of mass media. For those sources people read what will satisfy their needs and what will not. Beside concept, the age and reading achievement have important role in cognitive aspect. The age and reading achievement of readers decide readers' interest in choosing book or theme that they will read.

- The age, for example the adolescents need for connection to a topic. They use informational text for personal purpose to locate information about a topic in which they are interested. Adolescents will choose the theme of the reading which related in teenagers' world, such as fashion, entertainment, gossip, sports, true story, and the others.
- The reading achievement can be successful if the students have abilities to comprehend the reading text. It can be seen in identifying main idea and major details, drawing inferences, summarizing, and identifying keywords (Paul, 2010).

#### b. Affective Aspect

The affective aspect is the concept that makes up the cognitive aspect of reading interest which is expressed in attitudes toward the activities interest give rise to. Like the cognitive aspect, the affective

aspect is developed from personal experiences, from attitudes of significant people like teachers or peers, and material that influenced the reading interest itself.

i. Teacher

Teacher is not only a person who facilitates the students to get knowledge, but also as a motivator who has to motivate students to do learning activities such as in reading activities and to provide all the material for those activities. According to Kauchak (2010) in jurnal *Educational Psychology*, teachers can increase reading interest through employing several strategies. They are:

- Develop learning activities in reading that focus on realworld applications
- Personalize content by linking topics to students' lives
- Promote high levels of student involvement
- Provide concrete examples
- Make logical and coherent presentations
- Give students choices when the opportunity arises

The teachers should improve students' reading interests by selecting materials. In selecting materials, topic is an important part to make students interest in reading. The interest topic may bring out students in paying attention and comprehension to the topic. Hedgcock (2009:123) stated that several ways for the teacher in increasing students' reading interest in the classroom with these some instruction.

They are: The topics selected for reading assignments

- The freedom allowed students in selecting materials and the degree of guidance they require

- The effort required to enhance student motivation to read and build confidence in their literacy skills
- The range of reading strategies to be taught, practiced, and assessed.

## 6. Boosting Reading Interest

There are several ways to boost student the student reading interest, some of them are:

### a. Giving motivation

Teachers are great in their quest in using various reading techniques to motivate their students. However, some techniques are just as less effective as they tend to repress rather than motivate reading. The idea of intrinsic reading motivation is embedded in young reader's choice of reading materials. Mohr, (2006) urged educators to understand students reading preferences, and how to motivate them. The need for students choice in reading motivation is emphasized by Jones, Hartman, and Taylor (2006), "the most important aspect of teaching the reluctant reader is to remove his fear. In order to effectively facilitate students reading development, one should understand their book preference and reading habit.

### b. Giving interesting material

Often within a class there are common themes of interest: parenting, medicine, and computers are some topics that come to mind that a majority of students in have shared interest in. There are different topics that male and female interest in. Botaineh (2004) stated that the female

students prefer to read the topic about women magazine, novels, short stories, romantic magazine, humor text, fashion magazine and newspaper. Otherwise, male students prefer to read the topic about comics, sport magazine, humor, horror and documentary. From the statement showed that one of the topic the female and male students interest was humor text.

### **B. Reading Material**

Many reading materials can be used in reading activities in the classroom, such as textbook, newspaper, journal, magazine, and the others. Those reading materials offer some topics that we can use to read; there are interesting topics or boring topics. It depends the reader to decide the interesting or not of the topics. Grabe and Stoller stated that, "Everyone agrees that students are likely to read more if they are interested in the topics of their assigned reading (Grabe, 2002).

The topics or the texts for the reading should be appropriate for the students' ages. Most students get the material they read in their leisure time from their homes, classes, and school and public libraries. According Guthrie (2008), Adolescent students have a need to connect their prior knowledge and experiences to what they are learning; they have extremely high needs for relevance. The relevant text means that the text which has relation between the students' knowledge and students needed. The students want to know how a text or a subject matter relates to their real world and their prior learning. In making choices about what they read, students enjoy reading and stories.

The cognitive and affective aspects of reading interest have connection each other. Reading interest appears in text of reading. It happens when the students use learning strategies and quality of their learning experiences. According to Schiefele in Sonja students who have a higher interest in a text, they will process it at a deeper level, elaborate it better, become more critical about the content, and devote more time to its processing.<sup>18</sup> The writer can conclude that interest influences students' reading goals. If the text is interesting for them, they accept reading as a means of goal achievement, as a way of seeking information, and as enjoyment.

Based on the concepts stated above, the writer can infer that students will not decide to read, although they feel competent enough, if their reading task does not satisfy at least one of the following requirements. The requirements are interest (the task has to be interesting for them), value for achievement (the accomplishing of the task has to have some personal value for them) and usefulness (the acquired knowledge has to have transfer value for their life).

### **C. Humor Text**

#### **1. Definition of Humor Text**

Humor text could be classified as either authentic material or artificial material in term of its source. Humor text is usually published in magazines, newspaper or books which are not artificially designed for language teaching purpose. Humor now is inseparable with our life and almost all people have experience with the humor. People in school and office, for example, love to

tell humor or joke everyday. We hardly ever find people who never have any experience with humor. Life without humor will be tension and boring. By reading and listening the humor , we can enjoy our life and loose our tension.

Humor cannot be interpreted perfectly. No one really knows the exactly meaning of the humor. Most of people think that humor refers to something funny in which it makes someone laughs, whereas the meaning of humor is not as simple as people think. Suprna (1996) explained that originally there is no humor's term at all. Nobody knows when, where and by whom, the word humor is spoken and used for the first time. Furthermore, he explained that there is nobody who is able also know the meaning of humor rightly and perfectly, its is flexible and always changed and develop, or even double. It means the meaning of humor does not come to an end, it can develop and change in every time.

Danandjaja (1994) stated that humor is something funny that can give a stimulus to its reader and listener to smile. From this opinion, it means that humor is something funny that will make someone laugh when she or he reads or listens the humor.

In addtion, humor text is also classified as authentic material since it is not intended directly for teaching material. The kind of text is commonly oriented for entertainment purpose only, which then be selected and applied in classroom activity to accomplish the intended purpose. Taylor (1994) assumed that humor text can be motivating because they are proof that the



language is used for real-life purpose by real people. When teacher gives the real text to the students, they will be more interested to learn it and by having much interest, it will lead them to understand the text easier. For instance, a teacher will give the text about the real-life from someone or people's culture. Here, the students will be more motivated in teaching and learning process.

Moreover, Taylor (1994) mentioned that one of the important things of choosing authentic material is that it has exploitability. Exploitability is how the students increase their competence as readers, how the texts are exploited for teaching purpose.

## 2. Characteristic of Humor Text

Humor should be funny and able to rise laughter or smile. A theory of humor stated that humor that cannot make someone laugh is not a humor (Danandjaja, 1994). It means that laughter is a part of the humor. In short, the laughter or smile is the clearest indication of the humor. Furthermore, Danadjaja (1994) adds that humor will cause laugh to its reader and listener, if it has some characteristic below:

- a. It is surprising, because it tells something unexpected
- b. It can swindle someone, so that it makes reader or listener disappointed.
- c. It breaks taboo. Society's custom considers that the humor as something improper to convey.
- d. It has peculiarity because it is unusual to be read or listened.

e. It is out of mind and logically.

### 3. Advantages of using Humor Text

Each strategies in teaching might offers some advantages and disadvantages. Here, the writer would like to discuss the advantages of using humor text to boost students' reading interest. There are some studies which have reported the advantages of using humor in reading. Klasky (1979) identifies the reluctancy of readers as a challenge in reading and knows humor as the solution to this challenge (p.731). Holding similar idea, Shaughness and Stanely (1991) 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 (p.4). Based on these pieces of evidence, it is apparent that humor influences the reading and reading task by motivating students, providing pleasure and interest for them. Since motivation and attitude towards reading determined a successful reader (Schiefel 2005: 167). Some researchers have recommended the insertion of humor materials into reading to motivate and make Sstudents interested (Medgyes 2002).

#### D. Using Humor Text in Motivating Students in Reading

Humor text can be an excellent approach to motivation. The combination of humor and repeated reading approaches, with modeling, had been observed to have significant movement and automatic word recognition and fluency (Wilfong, 2006). Orekoya (2014) cited from Anderson (2009) the American author of "Reading is Funny" opines that the intention to "tickle" student's funny bones, is

one of the reasons why humor text help in reading motivation for students. Anderson believes laughter brightens and keeps people energized including the young ones. The author maintains that, “a sense of humour makes life more bearable” (p.1). Other reasons for which to share humor text with students include sensation of tickling their brains.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter covers the explanation of what method used in conducting the research, who were involved as this research participants, and what techniques and instruments were used to collect the data from participants.

#### **A. Research Design**

This study used mixed methods design as the research design. According to Creswell & Clark (2011), as cited in Creswell (2012) “ A mixed methods research design is a procedure for collecting, analyzing, and “mixing” both quantitative and qualitative methods in a single study or a series of studies to understand a research problem”. The detail information of this design will be explained in the following paragraph.

Specifically, explanatory sequential design is used to determine research outcome. Explanatory sequential research is one of mixed methods designs types which combine quantitative and qualitative data wherby the former becomes main focus and later goes as supportive data (Creswell, 2012). Creswell then highlighted that in this design, the researcher first gathers quantitative data and later gathers the qualitative ones in order to gain depth understanding of collected data.

## **B. Population and Sample**

### 1. Population

A population is “a group of individuals who have the same characteristic” (Creswell, 2012). Simply put, a population is some people whom we intended this research finding will be generalized to. As reasons for why this study has to be conducted have been mentioned in chapter one. The population of this research was the second grade students at Darul Ihsan, which consisted of six classes.

### 2. Sample

Between this target population, the researcher then selected some samples to study. “A sample is a subgroup of the target population that the writer plans to study for generalizing about the target population” Creswell ( 2012). The sample of this research was the students in the class of 2IPAA(male) and 2IPAC(female). The participants were 51 numbers of students in Darul Ihsan Islamic Boarding School from the second grade. The researcher used a random sampling in selecting the participants.

## **C. Technique of Collecting Data**

To accomplish the aims of this research, therefore two data collection technique were applied to carry out the needed data. Data were collected through questionnaire and interview.

#### a. Questionnaire

Questionnaire is set of question designed to measure participants' perception, attitudes, views and opinion on some issues. The questionnaire contained 10 statements. The writer translated it into Indonesian to help participants fill the questionnaire easily. The instruments of data collection used is close-ended questionnaire.

#### b. Interview

Sugiyono (2006) defined interview as the meeting of two person who exchange information and ideas through question and answer in order to find meanings in certain topic.

In order to gain deeper understanding of the research question, the researchers decides to interview 5 of participants to explore more about the issues. Cresswell (2012) explained that interview can be consisted of unstructured and generally open-ended question. Furthermore, the interview consist of 5 basic question to lead.

### **D. Procedure of Data Analysis**

#### a. Questionnaire

Kasiram (2008) stated that analyzing questionnaire need to follow several crucial steps; checking, editing, coding, and tabulating the data. The writer first checks all questionnaire items of missing characters or words to avoid any misunderstanding issue, then distributing those questionnaire to

participants. The data obtained from questionnaire is analyzed statistically by counting the percentage of the students' answers in each item of the questionnaire. It used to know the students' perception towards teachers' talk in English classroom. Based on sudjana (2008), the formula used is:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P =Percentage

F =Frequency

N =Number of sample

100% =Constant of value

#### b. Interview

The respondents were selected by the writer in a way that they will give different perspective. In this study the writer use semi- structured and open-ended, where the writer takes some notes and then later transcribe those.

### **E. The Brief Description of Research Location**

#### a. The school

The researcher is conducted in MAS Darul Ihsan which is located on Jl. Tgk. Gle Iniem KM 135. This Islamic boarding school was built in 1999. It is one of senior high schools in Aceh Besar that is led by Atailah, S.Ag. This school has been established under the need of creating the potential students who have capacities in both general and religious aspects.

In order to support the teaching and learning process, the school has some facilities that can be seen as follow:

Table 3.1 The facilities of MAS Darul Ihsan

No.	Facility	Quantity
1.	Classroom	22
2.	Headmaster Room	1
3.	Teacher Room	2
4.	Science Laboratory	1
5.	Computer Room	1
6.	Multimedia Room	1
7.	Language Laboratory	1
8.	Library	2
9.	Football Court	1
10.	Basketball Court	2
11.	Volleyball Court	2
12.	Table Tennis	5
13.	Meeting Room	2
14.	Canteen	4
15.	Clinic	2
16.	Mosque/Mushalla	2
17.	Fowl Workshop Room	1
18.	Security Post	1
19.	Dormitory	5
20.	School Building	4
21.	Leadership hosted foundation	3
22.	Multifunction Building	1



The facilities in this school are in a good condition and feasible to use, such as classroom, library, language lab and others. It can be stated that the facilities are strongly support the students' learning process as expected. It is proved by many books are available in library especially English book, classroom, language laboratory and multimedia room are also a proof that this school pays more attention in language learning.

#### b. The Teacher

In MAS Darul Ihsan, there are 43 teachers consisting of 21 full times teachers, and 8 as administrative staff. There are only six English teachers at this school as follow:

Table 3.2 The English teacher at MAS Darul Ihsan

No.	Name	Teach in class	Graduated from
1.	Murthadha, S.Pd, M.Pd	XII	Syiah University Kuala
2.	Faisal Siragih, S.Pd. M. Ed	XII	Syiah University Kuala
3.	Fatimah Zuhra, S.Pd.I	X	Arraniry state Islamic University
4.	Teuku Safwatulla Iskandar	XI	Arraniry State Islamic University
5.	Amiruddin S.Pd	XI	Arraniry State Islamic University
6.	Unsuril Imani, S.Pd. I	X	Arraniry State Islamic University

The table displays the number of English teachers in the school, which the first year classes are taught by two English teachers, the second year classes consist of two English teachers, and the last year classes are taught by two English

teachers. Based on the interview with the teacher himself, although the first year students are taught only by two teacher, it does not affect the effectivity of learning process. The teachersare able to manage the class well.

#### c. The Student

The total number of students at MAS Darul Ihsan in academic year of 2016/2017 is 456 students, which consist of females and males. They are classified into three grades. The first grade stands for six classes (1a, 1b, 1c, 1.d, 1e, and 1f), followed by the second grade that has also six classes (2IPAA, 2IPAb, 2IPAc, and 2IPAd). Lastly, the third grade also has six classes (3IPAA, 3IPAb, 3IPAc, and 3IPAd ).

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter covered the research findings and discussion. The first finding focused on the result of questionnaire and the second will reveal the interview result. Both results will be discussed in the discussion session.

#### A. Result of the Questionnaire

The following figure shows the results of questionnaire responses

**Table 1.1 I dislike to read English text**

No	Respond	Frequency	Percentage
1.	a. Strongly Agree	0	0%
	b. Agree	11	21.57%
	c. Disagree	22	43.14%
	d. Strongly Disagree	18	35.29%
Total		51	100%

The table showed that almost half students like to read English text (43.14%) disagreed with the statement while (35.29%) strongly disagreed with the statement. Only 21.57% students did not like to read English text. None of them strongly agree about the statement. It means, they have high interest in learning English.

**Table 1.2 I like material that make me relax**

No	Respond	Frequency	Percentage
2.	a. Strongly Agree	32	62.74%
	b. Agree	18	37.26%
	c. Disagree	0	0%
	d. Strongly Disagree	1	1.96%
Total		51	100%

The table showed that (62.74%) strongly agreed with the statement while (37.74%) agreed. It showed that dominant students have the positive opinion about they like the material that make them relax. It's only 1.96% of them strongly disagreed about the statement.

**Table 1.3 I prefer fun reading than serious reading**

No	Respond	Frequency	Percentage
3	a. Strongly Agree	20	39.21%
	b. Agree	27	52.95%
	c. Disagree	4	7.84%
	d. Strongly Disagree	0	0.00%
Total		51	100%

The table showed that 92.16% students have positive opinion with the statement (52.95% agreed that they preferred fun reading to serious reading while 39.21% strongly agreed). Only 7.84% students disagreed about the statement.

**Table 1.4 humor text is my favorite reading**

No	Respond	Frequency	Percentage
4	a. Strongly Agree	13	25.49%
	b. Agree	32	62.74%
	c. Disagree	5	9.81%
	d. Strongly Disagree	1	1.96%
Total		51	100%

The table showed that humor text is one of their favorite reading (62.74% ) agreed while with the statement (25.49%) strongly agreed. Only 9.81% of them disagreed about the statement.

**Table 1.5 I have humor text as reading material at home**

No	Respond	Frequency	Percentage
5	a. Strongly Agree	9	17.64%
	b. Agree	29	56.87%
	c. Disagree	12	23.53%
	d. Strongly Disagree	1	1.96%
Total		51	100%

The table showed that they have humor text as readings at home or leisure time. The percentage showed 56.87% of the student agreed and 23.53% of them just strongly agreed. It means they have a high interest in learning English. Only 23.53% of them disagreed about the statement. One of them was strongly disagree about the statement.

**Table 1.6 Humor text makes me more excited**

No	Respond	Frequency	Percentage
6.	a. Strongly Agree	14	27.45%
	b. Agree	33	64.71%
	c. Disagree	3	5.88%
	d. Strongly Disagree	1	1.96%
Total		51	100%

From the table above, the result showed that almost all students agreed with the statement (64.7% of students chose strongly agree, while 27.45% of them agreed with the statement). The percentage above indicated that students like to read humor text as a media to motivate them to have more interest in reading. Based on the students' answer, the researcher concluded that using humor text can motivate students to learn English much better than before

**Table 1.7 I am interested in humor text**

No	Respond	Frequency	Percentage
7.	a. Strongly Agree	17	33.33%
	b. Agree	31	60.78%
	c. Disagree	3	5.89%
	d. Strongly Disagree	0	0%
Total		51	100%

The information that can be inferred from the table that almost all students interested in using humor text to increase their reading. The percentage indicated that 60.78% of students agreed on the statement and 33.33% chose strongly agreed. Meanwhile only 3 students state that they did not to read humor text.

**Table 1.8 humor text helps me in enjoying reading**

No	Respond	Frequency	Percentage
8.	a. Strongly Agree	18	35.29%
	b. Agree	30	58.82%
	c. Disagree	2	3.93%
	d. Strongly Disagree	1	1.96%
Total		51	100%

The table above showed that students agreed with the statement that text humor help them. It can be seen that 58.82% of them agreed, and 35.29% of them strongly agreed. They found that using humor text help them enjoy in reading. On the other hand, only 1.96% of them strongly disagreed.

**Table 1.9 Humor text is an interesting medium to increase my reading interest**

No	Respond	Frequency	Percentage
9	a. Strongly Agree	21	41.17%
	b. Agree	29	56.87%
	c. Disagree	1	1.96%
	d. Strongly Disagree	0	0%
Total		51	100%

The table showed that humor text increased students interest. (56.87%) agreed with the statement while some of students (41.17%) chose strongly agreed with the statement. Only 1.96% strongly disagreed with the statement. So, it can be concluded that using humor text are efficient to increasetheir interest.

**Table 1.10 Material provided in accordance with my reading interest**

No	Respond	Frequency	Percentage
10.	a. Strongly Agree	14	27.45%
	b. Agree	32	62.75%
	c. Disagree	5	9.80%
	d. Strongly Disagree	0	0%
Total			100%

Table show that 62.75% students agreed that the material provided in accordance with their reading interest while (27.45%) strongly agree.Only 9.80% disagreed with the statement.

**Table 1.11 Humor text is able to increase my reading interest, so that makes me easier to understand the content of English reading**

No	Respond	Frequency	Percentage
11.	a. Strongly Agree	22	43.13%
	b. Agree	27	52.94%
	c. Disagree	2	3.93%
	d. Strongly Disagree	0	0%
Total			100%

The table above showed that almost all students agreed with the statement above. It can be seen from 43.13% of them strongly agreed, and 52.94% of them agreed. They found using humor text as a media could increase their reading interest. On the other hand, 3.93% of them were disagreed. Therefore, the researcher concluded that using humor text can increase their motivation in learning English.

### **B. Analysis Of Interview**

In the mean of getting additional information, the researcher also conducted an interview using an unstructured form. This instrument was conducted in order to know the students responses toward using humor text in motivating their reading interest. Based on interview with the participants, the researcher found that most students in this research agreed with the statement that using humor text help them in increasing their interest. They said that by using text humor they got many benefit than that of the others text. For example they felt more enjoyable, gained more vocabulary and understood the meaning more easily. Beside, they also agreed that using humor text is better than of the others texts to make the atmosphere in the class did not felt rigid. So that students would



pay more attention during learning process. This result is in line with the questionnaire result mentioned before. Students preferred fun reading to serious reading. In addition by using humor text as media can motivate students to learn English much better than before. It means using humor text are efficient to increase their interest in reading.

### **C. Discussion**

Based on the analysis of the data, the researcher would like to discuss about the research question in this study. The first research question is “Does humor text motivate student interest in reading?”. To answer this research question, the researcher distributed questionnaire. The result of the questionnaire showed the perception of students in Mas Darul Ihsan. Using humor text can improve their in reading interest. How can it be concluded that way? The conclusion came from students’ choice that humor text is able to increase my reading interest. It can be seen from 46.875% of them strongly agreed, and 53.125% of them agreed. The percentage above indicated that using humor text as a material could improve their reading interest and their motivation. When teachers using humor text as media, they felt more enjoyable and can motivate them to understand the purpose of the text easily.

Then, to answer the second research question, which is “what are students responses toward using humor text to motivate their interest?”, the researcher collected the data needed to answer this question by interviewing some of the sample to gain deeper understanding of the research question. The result of

interview showed that they love to read humor text because it can motivate them to read text in English. Using humor text make the class atmosphere more fresh and fun than that of the other texts because the content of humor text is funny and entertain. Further, most students expected their teachers to use humor text in class as the material or in leisure time. The majority of students also preferred fun reading to serious reading to make condition in class more relaxs and more active.

The finding is that the result of the use of humor text to motivate the students' reading interest in line concluded from questionnaire and interview result. In the questionnaire result, most of participants is like to read humor text because it can help them to understand the purpose of the text and can increase their interest in reading. However, the result of interview showed that students' expectation about teachers to use humor text as material in class to make condition in class more active and more fun.

## **CHAPTER V**

### **CONCLUSION**

#### **A. Conclusion**

Based on the interpretation of data, it can be concluded that using humor text is effective students' reading interest. It is supported from the result of questionnaire and interview of this research. The result of questionnaire showed that most of students' reading interest improved after they read humor text. Based on the result of questionnaire score, using humor text was effective as an alternative strategy in improving students' reading interest. Moreover, the result of interview showed that most of students want their teachers used humor text as media in class

#### **B. Suggestion**

Based on result of this research in MAS Darul Ihsan, the researcher would propose several suggestion, those are:

1. It is suggested that the student negotiate with the teacher to choose the suitable materials or suitable text for students what they needed.
2. It is recommended that the students read the other type of texts to improve their interest, not only focused on one type of text.
3. Further research on this topic is highly required, whether with similar focus or with sssdifferent places, in order to help teachers in school to be aware of what material they should really use in their classes.

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## QUESTIONNAIRE

Nama

Kelas

Ket :

SS = Sangat Setuju      TS = Tidak Setuju

S = Setuju                STS = Sangat Tidak Setuju

No	Pernyataan	SS	S	TS	STS
1	Saya tidak suka membaca teks bahasa inggris				
2	Saya suka materi yang membuat saya rileks				
3	Saya lebih suka bacaan yang lucu daripada bacaan yang serius				
4	Teks humor adalah salah satu bacaan yang saya digemari				
5	Saya memiliki teks humor sebagai bacaan di rumah atau diwaktu senggang				
6	Bacaan teks humor membuat saya lebih bersemangat ketika membaca				
7	Saya merasa tertarik ketika membaca teks humor				
8	Teks humor membantu saya dalam menikmati bacaan				
9	Teks humor adalah media yang menarik untuk meningkatkan minat baca saya				
10	Materi yang diberikan sesuai dengan minat baca saya				
11	Teks humor mampu meningkatkan minat baca saya sehingga memudahkan saya memahami isi bacaan bahasa Inggris tersebut.				

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TENTANG  
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN  
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;  
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;  
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;  
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;  
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;  
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;  
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;  
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;  
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;  
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;  
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 3 Juni 2016.

MEMUTUSKAN

- Menetapkan :  
PERTAMA : Menunjuk Saudara:  
1. Drs. Luthfi Aunie, MA Sebagai Pembimbing Pertama  
2. Surayya, M.Pd Sebagai Pembimbing Kedua  
Untuk membimbing Skripsi :  
Nama : Muhammad Junisy  
NIM : 231222641  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Use of Humor Text to Motivate the Students Reading Interest at Darul Ihsan Boarding School
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2016;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2016/2017
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 18 Juli 2016



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;





**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 5768 /Un.08/TU-FTK/ TL.00/ 07 / 2017

10 Juli 2017

Lamp : -

Hal : Mohon Izin Untuk Mengumpulkan Data  
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Muhammad Junisy  
N I M : 231 222 641  
Prodi / Jurusan : Pendidikan Bahasa Inggris  
Semester : X  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
A l a m a t : Lambiheu-Siem

Untuk mengumpulkan data pada:

**MAS Darul Ihsan Kelas 2 IPA(a)/ 2 IPA(c)**

Dalam rangka menyusun skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**The Use of Humor Text to Motivate the students' Reading Interest at Darul Ihsan Boarding School**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,  
Kepala Bagian Tata Usaha,  
M. Sula Farzah Ali

Kode: 8399

BAG.UMUM BAG.UMUM



KEMENTERIAN AGAMA  
MADRASAH ALIYAH SWASTA DARUL IHSAN

معهد دار الإحسان للتربية الإسلامية  
DAYAH DARUL IHSAN TGK. H. HASAN KRUENG KALEE



NPSN:10100265; NSM:131211060004; Jl. Tgk. Glee Iniem, Desa Siem, Kec. Darussalam, Kab. Aceh Besar Kode Pos:23373

**SURAT KETERANGAN PENELITIAN**

Nomor: Ma.01.038/PP.00.6/ 075 /2017

Yang bertanda tangan di bawah ini, Kepala MAS Darul Ihsan Gampong Siem, Kecamatan Darussalam, Kabupaten Aceh Besar, dengan ini menerangkan bahwa:

Nama : Muhammad Junisy  
NIM : 231 222 641  
Prodi / Jur : Pendidikan Bahasa Inggris  
Semester : X (Sepuluh)  
Fakultas : Tarbiyah Dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh  
Alamat : Lambiheu Siem, Darussalam, Aceh Besar

Benar yang namanya tersebut diatas adalah mahasiswa FTK UIN Ar-Raniry Darussalam Banda Aceh yang telah selesai melaksanakan Penelitian dan Pengumpulan Data Skripsi di Madrasah Aliyah Swasta Darul Ihsan dengan judul:

**The Use Of Humor Text Motivate The Students' Reading Interest At Darul Ihsan Boarding School.**

Demikianlah surat keterangan ini dikeluarkan agar dapat dipergunakan sebagaimana mestinya.

21 Juli 2017  
  
Muhammad S. Ag  
19760103 200710 1 002

## **AUTOBIOGRAPHY**

### **Personal Identity**

Name : Muhammad Junisy  
Place and Date of Birth : Aceh Besar, January 28<sup>th</sup> 1994  
Sex : Male  
Religion : Islam  
Nationality : Indonesian, Acehnese  
Marital Status : Single  
Occupation : Student  
Address : Desa Lambiheu-Siem  
Email : Muhammadjunisypbi5@gmail.com

### **Parent**

Father's Name : Sofyani  
Mother's Name : Zubaidiah  
Occupation : PNS  
Address : Ds. Lambiheu- Siem

### **Educational Background**

Kindergarten : TK Poeteumeureuhom, Ulee kareng(1999-2000)  
Primary School : MIN Tungkop (2000-2006)  
Junior High School : MTs Darul Ihsan (2006-2009)  
Senior High School : MAS Darul Ihsan (2009-2012)  
University : UIN Ar-Raniry (2012-2017)

Banda Aceh, July 25<sup>th</sup> 2017

Muhammad Junisy