

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher described and discussed about theoretical framework and previous related study.

A. Concept of Reading Skill

According to Nurhadi (2016) Reading is the process of processing reading critically-creatively done by the reader to gain understanding thorough review of the reading, followed by an assessment of the circumstances, the value, function, and impact of the reading. So, its mean that reading is active process (not product, like history) in which reder shift between source of information (what they know and what the text says), elaborate meaning and strategies, check their interpretation (revising when appropriate), and use the social context to focus their response.

Nunan (2016) explains that reading is a set of skills that involves making sense and deriving meaning from printed word. Readers tried to make meaning the content of text that they have read, beside that they also tried to get the main point of the content of the text. In the other hand, reading is an activity with a purpose. In reading, reader should be constructing the meaning of the text. Through reading, the readers were able to get some information and main idea of the text.

From definition above, it means that reading is an activity or cognitive process that seeks to find the information contained in the text. This means reading is a process of thinking to understand the content of the text read. Therefore, reading is not just looking at a collection of letters that form words, groups of words, sentences, paragraphs, and discourse only. But more than that Reading is an activity to understand and interpret symbols or sign or writing that is meaningful so that the message conveyed by the author can be accepted by readers.

According to Motlagh et al. (2014), reading helps gain knowledge, new information, and pleasure. Humor plays an excellent role in promoting reading skills. Meanwhile reading skill is defined by Mikatama Yosie (2019) as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In the other words, reading skill is the process of comprehensive forming and deciding meaning as a result of a progressive interaction between the readers and the text they read. This means that reading skill requires the readers ability in commanding of the linguistic structures of the text, in drilling meta-cognitive control over the content being read, and in having sufficient background in the content and vocabulary contained in the text.

Based on all of the definition of reading skill above, it is concluded that reading skill is a language skill that requires the readers ability in responding and relating the linguistic structures of the text, in drilling

meta-cognitive control over the content of the text, and in relating previous knowledge related on the content and vocabulary of the text.

B. Types of Reading

According to Patel and Praveen (2008) in Junaidi (2017), There are some types of reading such as Intensive reading, Extensive Reading, Aloud Reading and Silent Reading.

1. Intensive reading is type of reading that focus on idiom and vocabulary that taught by the teacher in the classroom and that idiom and vocabulary is exist in poem, poetry, novel or other source. For example : The students focus on linguistic or semantic details of a reading and focus on structure details such as grammar. .
2. Extensive Reading is types of reading involves learners reading texts for enjoyment and to develop general reading skills. For example: The students read as many different kinds of books such as journals, newspapers and magazine as you can, especially for pleasure, and only needing a general understanding of the contents.
3. Reading aloud are reading by using loud voice and clearly. For example: Reading poetry, dialogue, and other type of text.
4. Silent reading activity is meant to train the students to read without voice in order that the students can concentrate their attention or though to comprehend the texts. For example : The students reading a text by heart.

C. The Purpose of Reading

The purpose of reading is to correlate the ideas on the text to what you have already known. The reader must understand about the subject that he/she read to connect the ideas. Reading is useful for other purpose too; any exposure to English (provided students understand it more or less) is a good thing for language students. Anderson (2014) also mention three typical purpose for reading: reading for pleasure, reading for information, and reading to learn something new.

So its means that purposes of reading are not only for students, but also the people in general. They must read extensively to get information and knowledge of social living. It can help a person keeps informed on the social, political, and economical problems of his country.

D. Techniques in Reading Classroom

There are many techniques, can use to make reading easy. According to Junaidin (2017), state the reading can help much more if we can read well. The techniques are:

1. **Scanning** is a technique you often use when looking up a word in the telephone book or dictionary. You search for key words or ideas

Steps in Scanning are:

- a. State the specific information you are looking for. Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were

- looking for a certain date, you would quickly read the paragraph looking only for numbers.
- b. Use headings and any other aids that will help you identify which sections might contain the information you are looking for.
 - c. Selectively read and skip through sections of the passage.
2. Skimming is technique used to quickly the main ideas of the text.
- Steps in skimming are:
- a. Read the title.
 - b. Read the introduction or the first paragraph.
 - c. Read the first sentence of every other paragraph.
 - d. Read any headings and sub-headings.
 - e. Read the summary or last paragraph.

E. Humor Stories

According to Olufolake Sophia Orekoya (2014), humor is identified to play an important role in human cognitive, social, emotional and moral development. Humor studied in relation to creativity revealed that highly creative children have better sense of humor than their peers and a similar correlation was found in another study with undergraduate students. Humors will bring the people becomes happier and easier to get something interesting especially about educations.

According to Balqis Khayyirah (2013) Humor is an important thing that you have to do if you want the audience to be amazed and not

bored of you while speaking in public. From the various opinions above, it can be concluded that humor is an act in the words, pictures, behaviour of someone who can create laughter for other people who see it. Humor is a good communication method to create comfort and attract the other person in the communication process and in the learning process. Humor too able to build relationships and reduce tension in the classroom.

It is can conclude that humor becomes an attractive thing to make people laugh when he or she reads and listens to the humor. Humor a term which may be used in both a wide and a narrow sense. In the wider sense, it was applied to all literature and to all informal speech or writing. Object was to amuse, or rouse laughter in, the reader or hearer, in its narrower sense; humor was distinguished from wit, satire, and farce. It was less intellectual and, more imaginative than wit, being concerned more with character and situation than with plays upon word or upon ideas; more sympathetic and less cruel than satire; more subtle than farce. On the other side, it shaded into fancy and imagination, since it was concerned, as they were, with exploring the possibilities of unlikely situations or combinations of ideas, but differs from them in being concerned only with the laughable aspects of these imagined situations.

According to Uyun Yesi (2019) there are 2 types of humor, first is anecdote, and the last one is spoof text. Anecdote text is a text which retells funny and unusual incidents in fact or imagination. Its purpose is

to entertain the readers. Meanwhile spoof text is text which tell factual story with funny story.

F. Spoof Text in Humor Stories

According to Handayani, N. D. and Khairul Harha (2016), spoof text is a text which tells a factual story that has happened in the past with an unpredictable and funny ending. Spoof text is developed by three feature, such as social function, generic structure, and language features. To find the features of a spoof text the reader must determine the topic of the text.

1. Social Function of Spoof Text

Social function of spoof text is to retell events for the purpose of informing or entertaining.

2. Generic Structure of Spoof Text

The generic structures of spoof text are orientation, events, and twist (Prima and Triyanti, 2011). Those are described as follows;

Table 2.1 Generic Structure of Spoof Text

Orientation	Introductory part of the text, such as the participant, place, and time of the story.
Events	Recite the events that happened in the story usually in chronological order.
Twist	The end of the story that tells about something that was unpredictable. This is the funniest part of the story.

3. Language Features of Spoof Text

According to Uyun Yesi (2019), a spoof text has the following language features:

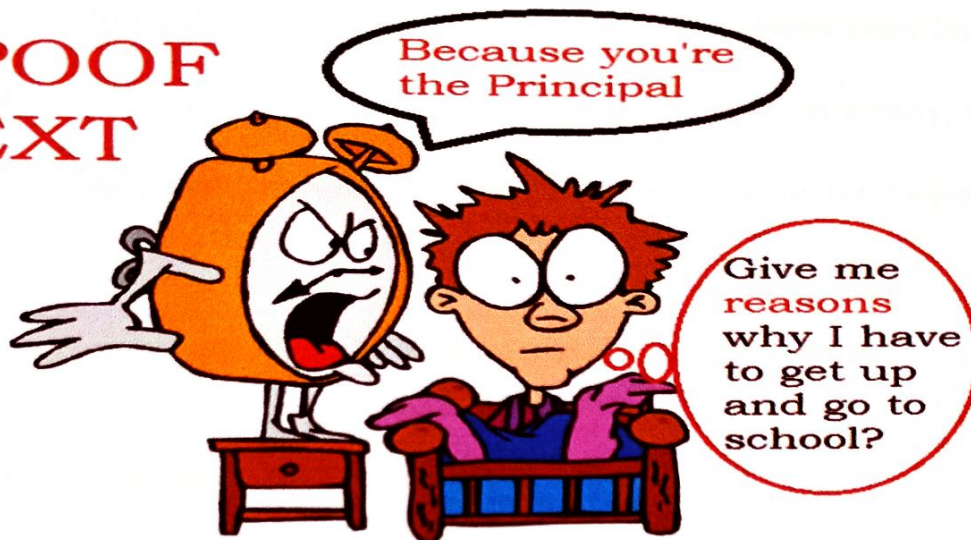
- a. Noun : deals with people, animals or certain things in the text.
- b. Action verb : deals with the verbs that show events (examples: ate, ran, stayed, etc.)
- c. Connectives : connectives with a sequence of events (examples: first, then, after, before, finally, etc.)
- d. Adverbs of time and place : explain when and where the events happened (examples: in the garden, two days ago, etc.)
- e. Simple past tense : deals with activities that happened in the past, and uses verbs in the past form.

Spoof text uses light language so that it is easily understood by students. According to Winari Atika (2018), There are some advantages of teaching spoof text in learning process; 1) Students will be fun and students love to read a text. 2) Students will be easier to understand the text. 3) Students will be quickly to answer the question after read a text.

Below are some examples of spoof text:

Example:

SPOOF TEXT



Time to Go to School!

Early one morning, a mother went in to wake up her son.

“Wake up, son. It’s time to go to school!”

“But why, Mom? I don’t want to go.”

“Give me two reasons why you don’t want to go.”

“Well, the kids hate me for one, and the teachers hate me, too!”

“Oh, that’s no reason not to go to school. Come on now and get ready.”

“Give me two reasons why I should go to school.”

“Well, for one, you’re 52 years old. And for another, you’re the Principal!”

Source: (Soleha 2019). Spoof Text : pengertian, generic structure, ciri dan fungsi beserta contoh dalam bahasa inggris. <https://forbes.id/spoof-text-pengertian-fungsi-generic-structure-contoh-bahasa-inggris/>

Other example;

The frog and the cute girl

A frog telephones the love fortune-teller hotline and is told, “you are going to meet a cute young girl who will want to know everything about you”. the frog says, “this is great! Will I meet her at a party, or what?” “No”, says the fortune-teller. “Next semester in her biology class”.

Source: (Supiati, 2017). The use of spoof text in teaching reading

G. The Benefit of Humor in The Classroom

Humor can improve overall functioning mental, reduce the negative emotional consequences of anxiety, stress, and tension, improves performance, enhance creativity, facilitate communication, arouses attention and engagement, improves understanding, retention and memory, improves problem-solving, relaxes students, encourages open-minded, increases instructor-students rapport, facilitate a positive mood and cooperative classroom atmosphere. According to Berk (2014) states that there are benefits of humor when it is used in teaching and learning process;

1. Build a good relationship in the learning process

Humor helps to build a good relationship between teachers and students. Humor involves students more be aware in class such as sharing the ideas and interaction with the lecturer.

2. More enjoyable

Humor creates a positive attitude in-class activities such as reduce stress and boredom. Humor also stimulates the students more be relax and comfortable in the class.

3. To increase students pay attention

Humor keeps the students focuses and involve in the course. Then, when the students focus on the material make it easy to get information quickly and support the students to open-minded and creative thinking.

H. Guidelines in Applying Humor Stories

According to Grath (2013), the use of humor can engage the students, and reduce the distress during the exam. It can help the learners to reduce the anxiety and the nervousness in strange or awkward condition. The use of humor in a classroom help the students and the instructor or the teacher. Humor give a positive impact for the outcomes of the students. It could be the increase of achievement level. Guidelines for teaching using humor also stated by Grath (2013). Here are the guidelines of applying humor to the classroom:

1. Humor should not be hurtful or offensive. The instructor should consider the tone, content, intent, and situation.
2. Don't afraid to be funny. The students usually feel fear and shy. Then the instructor or the teacher should be the model. If the teacher

shows no fear and embarrassment, the students will imitate that attitude.

3. Make humor relevant. Humor will be the most useful tool if it is linked to the content being studied. There are three steps of linking the humor to the content. First, the instructor or the teacher explains the students without humor. Second, give the humorous example or demonstration. The last, the teacher summarizes the information and relates it to the humorous event.
4. Act it out. When teacher teaches without any visual/ audio, the other strategy is act it out.
5. Use clips from movies or television shows.
6. Try music. Use music from time to time can ease the tension to the upcoming classes for students and teachers.
7. Classroom management.
8. Test and quizzes. Use humorous examples in exam and quizzes may reduce tension and anxiety of the students.
9. Use yourself as examples
10. Use stories and comments from students.
11. Be yourself. It means that the instructor or the teacher should choose the humor which fit with them.

I. Teaching Procedures in Reading using Humor Stories

According to Junaidin (2017) explains that the teaching reading in classroom. Can be seen as follows:

a. Pre Activities (15 minutes)

1. The teacher greeted the students, pray together, checked the student attendance, and prepare the necessary learning media.
2. The teacher explained the purpose of the learning objectives to the students
3. Before started the learning material, the teacher first gave an inducement related to the learning material. such as telling a funny incident experienced by the teacher with expressions.
4. The teacher provided an explanation regard the material to be learn, as well as conducts questions and answers regard material that the participants may not have understood

b. Whilst Actives (60 minutes)

1. The teacher asked students to listen the explanation of the definition, purpose, and feature of spoof text such as; social function, generic structure, and language features of spoof text.
2. The teacher gave examples of spoof text and reads the text with humor (meme, action, laughing).

Table 2.2 Example of Spoof Text

Title	Nasreddin"s Coat
Orientation	<p>One day Nasreddin was invited to a dinner party. He went to the party wearing his old clothes</p>
Events	<p>When he arrived at the party, nobody looked at him and nobody gave him a seat. He was given no food at the party so he went home and changed his clothes</p> <p>He put on his best clothes. He wore his newest coat and went back to the party again. The host at once got up and came to meet him. The host offered him a seat at the best table and ordered servants to bring him the best food</p>
Twist	<p>Nasreddin sat down and took off his coat. He put his coat on the table and said, "Eat the food, Coat!" The hosts and guests were very surprised and asked Nasreddin, "What are you doing?" Nasreddin replied calmly, "When I came here in my old clothes, nobody looked at me. Then I went home and put on my best clothes. I came back wearing my newest coat and you gave me all the best food and drink. So, you gave food to my coat instead of me." After hearing Nasreddin"s answer, the host and the guests just shook their heads</p>

Source: (Uyun Yesi, 2019). *The Use Of Humorous Spoof Texts To Improve Students' Reading Comprehension.*

4. Teacher asked students to read text together. From the story, teacher asked students to find the difficult words or difficult pronunciation.
5. Teacher gave explanation about students difficult words to understand or difficult pronunciation to pronounce.
6. The teacher gave the time for students to ask some question which related to material.
7. After students understood the material, the teacher asked students to finding title of story, generic structure, and language feature of the story that has been read.

c. Post Activities (15 Minutes)

1. The teacher and students made conclusion about the material, that explain before.
2. The teacher appreciated the participation of all students.
3. The students ordered by teacher to search for other problems that related to the topics that have been studied. This will be discussed at the next meeting.
4. The lesson is ended with prays together.

J. Previous Related Study

Regarding this research, some related studies can be considered as a reference for this research. Those studies are described as follows;

Lamhot and Yosua (2018), they carried out the research about improving students' reading comprehension by using humor stories. In this journal, the writers used humor stories to identify the students' improvement in reading comprehension. The kind of research was Classroom Action Research (CAR). The writers used humor stories to identify whether or not the humor story can improve students' reading comprehension. The subject of this research was the eighth grade of SMP Negeri 5 Sibolga consisted of 36 students. The finding of this research reflected that employing humor stories method can improve students' reading comprehension. There were similarities and different. The similarity was the research focuses to experiment using humor stories to improve student reading skill. The different were the population, sample, the research setting, time and subject of the research.

Sunani Wakhit (2012) with the tittle "The Effect Of Using Humor Strategy Toward Speaking Ability". The result of this study shows that using humor, contribute a significant effect to improve students speaking ability . The similarity with this research is using humor in teaching learning process and the different was skill in previous research was speaking skill but in this research reading skill.

K. Conceptual Framework

The conceptual framework underlying this research is given in the following diagram:

Table 2.2 Conceptual Framework

