

# **CHAPTER V**

## **CONCLUSION AND SUGGESTION**

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This chapter consists of two sections. The first section is the conclusion in which all of the main points that have been discussed in the previous chapters will be concluded. The second one is the suggestions that might be useful for the teaching of reading at SMU.

#### **5.1 Conclusion**

Reading ability is much needed by SMU students but in reality, it is not easy for them to comprehend English written texts. Moreover, they often get bored with the reading texts in their English textbook. The writer is interested in Celcemurcia's opinion about introducing variety into learning activities that can motivate the students to learn and make the class less routine and more enjoyable. She suggests humorous stories as one of the varieties in the reading materials.

Using humorous stories as supplementary materials in reading comprehension class is beneficial to facilitate a relaxed atmosphere and enjoyment for the students. This will stimulate the students to read and try to comprehend the content of reading passage. Furthermore, the routine

of the reading class will be broken and the students' knowledge will increase. Lim (1989:15) says that simple stories are invaluable for the teaching of language at the elementary and intermediate levels because they constitute the most effective motivational device. The choice of the stories in terms of the special interest and linguistic abilities of the learner is of course important. Stories that are poignant, humorous, clever, unusual, even bizarre, are extremely useful for the teaching of reading comprehension. Moreover, she says that learning best takes place when there is laughter, fun, entertainment, emotional participation, applies not only to children but to everyone, regardless of age (Lim, 1989:17). The importance of humor in students' learning is shown by Blumenfeld and Alpern (1986:177). They say that 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 a safety valve for tension and aggressive behavior.

Humorous stories will meet students' needs effectively and appropriately if they are well developed. Most students' often get bored when they must read a long passage. They stop reading the text although they have not got the message of the text. That is why, the writer looks

for a humorous story that is short but it is interesting and rich of cultural values. It is intended to avoid the students' boredom when reading, give them fun and cultural knowledge. In addition, the writer has prepared cultural information of the humorous story that will help the students understand the story. Thus, the humorous story is free from extraneous variables. A variety of tasks with clear and complete instructions have been made to check the students' comprehension on the humorous story. This will enable the students to do the tasks appropriately.

Humorous stories constitute the most effective motivational device since they provide laughter, fun, entertainment, and emotional participation. However, they are sometimes difficult to be understood. According to Fat and Flemming (1981:49), readers may understand every line of a humorous passage but they may not see what is funny about it. This can often happen because humor is culturally based. What one country finds funny, another country may not find so at all. Thus, humor must be universal. It should contain a situation which is not too culture specific (Chiaro, 1992:10). A sender and recipient should share the same knowledge in order for a joke to be understood. That is why, it is important for the students

to have cultural knowledge before reading a humorous story that is rich of cultural values.

In the teaching of reading comprehension using humorous stories, the writer applies three phases of reading instructional activities namely, pre reading, whilst reading and post reading. Before teaching, she does some preparations such as finding suitable and interesting humorous story, preparing the indexical information, making lesson plan, and the last is copying the selected humorous story complete with the exercises. The selected humorous story should be in accordance with the students' level of English proficiency. Besides, it should be suitable for the students and it is not too long.

In the pre reading activity, the writer asks the students some triggering questions and explains the indexical information of the humorous story that they are going to read. The indexical information gives the students cultural or historical information that is needed to understand the humorous story. Next, in the whilst reading activity, the writer asks the students several questions that refer to the general idea and specific information of the humorous story. The students answer the questions by using their reading comprehension skills such as vocabulary recognition and paragraph analysis. The

students check the meanings of difficult words in the dictionary. Since humor is mostly stated through implied meanings, the writer guides the students to interpret the implied meanings. By using the skill of paragraph analysis, the students will obtain a maximum information of the humorous story both main points and supporting details that will enable them to understand the humor of the story. After the students understand the humorous story, they are asked to work in groups to retell the story in front of the class. After that, they have to do individually, the exercises that have been provided by the teacher. Finally, in the post reading activity, the students have to discuss the funny things and the cultural values of the humorous story in groups.

Culturally humorous stories are recommended to be used as supplementary materials in the teaching of reading comprehension at SMU. The suggestion is under consideration that culturally humorous stories are not only able to motivate the students to read but also give them cultural knowledge. The students can make use of some good points in the Western culture that may be valuable for their lives. "Time is Money" is one of the examples which can motivate the students to be more punctual in every activity they have. Besides, in story telling

activity, the students can practice their speaking and become more self-confident in expressing themselves in front of others. The students also learn how to work in groups and solve the problems given by the teacher together with their friends. It is useful for their social lives. By giving humorous stories as supplementary reading materials, teacher motivates the students to read, improves their reading speed, increases their vocabulary, and broaden their knowledge.

This study is only one of the many suggestions. Hopefully, it will be useful for the teaching of reading at SMU. The writer recommends further researchers to prove the advantages of using humorous stories as supplementary materials in the teaching of reading comprehension at SMU.

## **5.2 Suggestions**

At the end of this study, the writer would like to give some suggestions that might be useful for the teaching of reading at SMU.

1. There are two kinds of humorous materials. First is culturally humorous material. In this kind of humor, there are several cultural values in it so the reader must think before they can laugh at the humorous text. The second is ordinary humorous material. This kind of

humor has no cultural values. It only has funny things that happen in people's daily life such as absent-minded people, people's fault, people's attitude and so on. The purpose is only to make people laugh and relieve their tension.

If an SMU English teacher uses culturally humorous material, he or she should give the students an advance organizer of the humorous text that they are going to read. It is intended to give the students background knowledge that will help them to comprehend the text. On the contrary, if an SMU English teacher uses ordinary humorous material, he or she can directly ask the students to read the text without giving them an advance organizer.

2. When the students are retelling the humorous text, the teacher should not correct any mistakes directly. Instead, he or she should listen and note down the mistakes that the students made to be discussed at the end of the lesson.
3. To motivate students' interest in reading, the teacher can ask the students to look for other humorous texts individually or in groups as their assignments that will be discussed in the reading class. This is aimed to encourage the students to be active and creative in



the teaching learning process and increases their comprehension ability on reading.

4. In a reading class, it is better for SMU English teachers not to pay too much attention in discussing the vocabulary and the structure of the reading passage. The most important thing is that the students get the idea of the passage.

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