

**THE EFFECT OF HUMOR IN READING TEXTS AS TEACHING  
MATERIALS ON VOCABULARY ACHIEVEMENT OF THE FIRST  
YEAR STUDENTS AT MA MA'ARIF BANGIL IN THE  
2002/2003 ACADEMIC YEAR**

**THESIS**



Presented to Fulfill the Requirements to Obtain the Degree of S-1 at the English  
Education Program of the Department of Language and Arts of the Faculty of  
Teacher Training and Education (FKIP) of Jember University



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OCTOBER, 2002**

**MOTTO**

**There is always life behind the laughs**

**(Ambarningrum)**

**Learn about everything wherever it comes, although it comes from a crazy or donkey**

**(Wise words)**

## DEDICATION

I dedicate this thesis to honor:

1. **My father and mother, H. M. DHOFIR EL-HAMIDY (Alm) and KHUSUSIYAH.**  
You are everything in my life and thanks a lot for everything that you always give to me. Your love is the greatest inspiration for me. May Allah bless you.
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I am thankful for your affection, support, and your understanding. I love you all so much.
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Thanks for your advice and praying
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Thanks for your friendship. You make my world always laugh and happy.
6. **The '1997 level students (Yah, Mil, Lok, Niz, Sur, Suf, Car and Etc)**
7. **The English Students Asociation**

CONSULTANTS' APPROVAL SHEET

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Thesis

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of the Department of Language and Arts of the Faculty of Teacher Training and  
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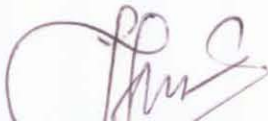
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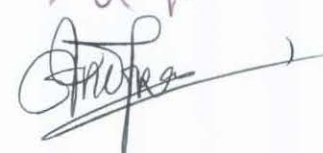


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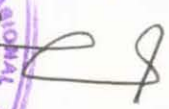
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I believe that this thesis is not perfect, but I expect it will be useful not only for myself but also for the readers. Finally, any constructive critics and suggestions will be fully appreciated to improve this thesis.

Jember, September 2002

The writer

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## ABSTRACT

**Mohammad Alfusyahri. 2002. The Effect of Humor in Reading Texts as Teaching Materials on Vocabulary Achievement of the First Year Students at MA Ma'arif Bangil in the 2002/2003 Academic Year.**

**Thesis, English Education Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.**

**Consultants : 1. Dra. Made Adi Andayani T, MEd.  
2. Drs. I Putu Sukmaantara, MEd.**

This research was the Quasi- Experimental research with Randomized Design dealing with teaching vocabulary by using humor in reading texts as teaching materials. The problem of this research was: Is there any significant effect of humor in reading texts as teaching materials on vocabulary achievement of the first year students of MA Ma'arif Bangil in the 2002/2003 academic year? It was intended to know the significant effect of humor in reading text as teaching material on vocabulary achievement of the first year students at MA Ma'arif Bangil in the 2002/2003 academic year. This study was conducted at MA Ma'arif Bangil. The respondents (the experimental group and the control group) were taken by using cluster random sampling by lottery from the homogenous population of the first year students. The primary data were collected by using Vocabulary test that was given to the respondents after the treatment. The collected primary data were analyzed by using t-test formula with the significance level of 5% to know whether or not there was a significant effect of humor in reading texts as teaching materials on the students' vocabulary achievement. The result of the data analysis showed that the statistical value of t-test, 2.53, was higher than the critical value of t-table, 2.00. It means that there was a significant effect of humor in reading texts as teaching materials on the students' vocabulary achievement. So, the humor in reading texts as teaching materials has power to improve students' vocabulary achievement. Therefore, the English teacher is suggested to use the humor in reading texts as teaching materials, as alternative way, to teach vocabulary.

**Key words: Humor in Reading Text, Vocabulary Achievement.**

## I. INTRODUCTION

### 1.1 . Background of the Study

Language is an important aspect for human life. It functions as a means of communication. By using a language, people will be able to express their thoughts, feelings, ideas and it is the key for getting information and science.

In the global era, English that is considered as an international language has been important that many people want to learn and master English. It is used as an instrument of communication among people all over the world. It has a very important role in many aspects such as education, science and commerce. There is also much information and sciences written in English. Therefore, it is reasonable that English becomes an international language.

In Indonesia, English is taught as one of the compulsory subjects for SLTP and SMU students. It means that English must be taught to the students of SLTP and SMU in Indonesia.

In the 1994 English Curriculum of high schools, it is stated that the teaching of English is intended to develop the students' skills in reading, listening, speaking, and writing with the emphasis on the reading skill. In the English teach, those skills are taught integratedly (Depdikbud, 1999: 2).

Teachers play an important role in teaching and learning process. Supeno (1995: 43& 46) states that the teacher is one of the most important factors in education, she or he is a person that must be involved in every educational process. Besides, the teacher helps the students learn and guide the educational process to achieve the goal of education. For that reason, it is clear that the role of the teacher is as a facilitator for the students in serving and helping them gain the goal of the education.





Realizing the role of the teacher, the teacher should be creative. She or he has to serve the students with various types of techniques and materials to avoid monotonous and students' boredom in the teaching learning process. Those various types of teaching technique and materials are very useful to arouse the students' participation and interest in the teaching learning process. However, the techniques and the new materials must be appropriate with the topic given to the students.

Vocabulary is one of the language components that should be mastered by the students in order to be successful in mastering the language skills, such as reading, listening, speaking, and writing. Sukarno (1997: 1) states that vocabulary is a language component that conveys all information about the meaning of the words and the use in the language. It can be said that someone should have enough vocabularies to master the language. Although vocabulary is not included the four language skills, it is considered as a basic need in learning the language.

In accordance with Sukarno's idea, the 1994 English curriculum explains that vocabulary, as one of the language components, is taught to the students in teaching learning process to support the four language skills, reading, listening, speaking and writing (Depdikbud, 1999: 2). Therefore, as the component of language skill, vocabulary is very important to be taught to the students as a basic need in learning the language whenever the teacher teaches the language.

Based on the idea above, vocabulary is one of the important language components that helps the students learn the four language skills. Therefore, teaching vocabulary needs certain attention. Learning vocabulary is considered difficult for many students, for, the English words sometimes have more than one meaning and different usage. For that reason they should know and understand it. Besides, the teacher's way of teaching sometimes is monotonous. She or he does not create something new in presenting the materials, so that the students are less interested in learning English and cannot understand what the teacher taught. As a result, the students have problem due to lack of mastering the vocabulary. Therefore, the teacher should be able to create the best way and to find new materials that can arouse the



students' interest in teaching learning process, especially in mastering the vocabulary. One of the alternative ways is by giving the students some short stories about humor (jokes) as the teaching materials in the form of reading texts.

Humor is a form of games that can be made as a teaching media. It can avoid boredom, make the students relax, and provide stress-free atmosphere. Buzan (in Dryden and Vos, 1999: 175) states that it is necessary to present enjoyable condition in the education process to avoid boredom, indeed, the humor itself is one of a good way for learning and it can be applied in the classroom.

In accordance with the idea above, Ancok (1996: 78) defines that humor can loose the stress feeling. Hearing or enjoying the humor can decrease any burden, frustration, and any trouble. Further, he states that the humor can create new desire and increase human's productivity. It means that the humor is one of an alternative way to release the students' boredom and to create the relax situation in which it is necessary to present in the classroom.

Concerning with the explanation above, it is clear that the humor as a kind of games is interesting and challenging used in the classroom. The humor, with their attractive language, can release the students' boredom, worrying, and confusion. It can create a relax atmosphere which is necessary in teaching learning process. For that reason, the humor can be used as teaching materials to teach the vocabulary. By reading the humor, the students do not realize that they learn the vocabulary which is inserted on the materials given. As stated by Kundolini (2002: 48 & 49) humor can motivate the students to read, by reading the humor students will do anything, including to find the meaning of difficult words. It means that the humor also can arouse the students' motivation and interest in learning the language especially reading and vocabulary. Moreover, Ambarningrum (2000: iii) says that the humor can increase our knowledge and enrich our vocabulary. Therefore, the writer can conclude that the humor can be used as a teaching material to create an interesting atmosphere which is needed in teaching learning process and to solve the students' problem due to lack of the vocabulary.

Considering the situation above, this study is intended to know a significant effect of humor in reading texts as teaching materials on vocabulary achievement of the first year students at MA Ma'arif Bangil in the 2002/2003 academic year.

## **1.2 Research Problem**

The problem formulation of this study is; "Is There any Significant Effect of Humor in Reading Texts as a Teaching Material on Vocabulary Achievement of the First Year Students at MA Ma'arif Bangil in the 2002/2003 Academic Year".

## **1.3 Operational Definition of the Variable**

### **1.3.1 Humor**

Humor in this research means all literature and all informal writing in which the objective is to amuse or rise laughter to the reader or the listener. In this study, teaching vocabulary by using humor as a teaching material is the teaching of vocabulary by giving the students some reading materials that convey a short story about the humor that is taken from magazines, newspapers, and three books of humor. In this activity, the teacher and the students discuss the material together. In short, the students are hopefully involved and more active in the teaching learning process.

### **1.3.2 Vocabulary Achievement**

Vocabulary achievement refers to the results (in the form of scores) of the vocabulary test covering nouns, verbs, and prepositions that are achieved by the first year students at MA Ma'arif Bangil in the 2002/2003 academic year.

## **1.4 Research Objective**

The objective of the research is intended to know a significant effect of humor in reading texts as a teaching materials on vocabulary achievement of the first year students at MA Ma'arif Bangil in the 2002/2003 academic year.

### 1.5 Significances of the Study

The results of the study are expected to be beneficial for:

a. English Teacher

To encourage the English teachers of senior high school in creating the teaching techniques, such as pictures, games and humor etc, and to find new materials for their classroom.

b. The treatment given to the students are useful :

1. To motivate the students in learning the English effectively and efficiently through the use of humor in reading text.
2. To give the students an enjoyable condition in learning English in the classroom.

c. Other Researcher

The result of this research is hopefully able to give an input for those who want to conduct a further research with a similar topic with a different research design, such as an action research for example to know the effectiveness of using humor in reading texts as teaching materials to improve the students' vocabulary achievement.





## II. THEORETICAL REVIEW

This chapter presents four main parts, namely reading comprehension, humor, jokes and the classification, and vocabulary.

### 2.1 Reading Comprehension

Reading plays an important role in language learning. Gie (1998: 65) says that there is no learning activity that can be done without reading. This means that someone not only will get some information from the reading text, but she or he also can learn about the language from the text. In short, reading enable the readers to understand the text and learn the language. Moreover, Carrel (1995: 1) says that many students consider rading as the most important skill of the four skills such as listening, speaking and writing, particularly in English as a second language.

The reading text should be interesting and enable to arouse the students' motivation or desire to read, it is an important thing to support the students to understand the text. As stated by Kundolini (2002: 48) that reading desire or motivation is one of the problems determining the success or failure in getting the message from the texts. If the students have strong desire in reading, the message will be easy to understand. This means that the motivation or desire to read can make the students to understand the text easily. One of the choices to increase the students' interest to read is by giving the students a reading text about humor. Kundolini (2002: 48) defines that humor likely to be one of the choices to increase reading desire, it provides something exciting and interesting to be read. Further she explains (2002: 49) that there are some reasons humor can increase the students' reading desire. Firstly, humor shows something interesting, sometimes a real- life example. Secondly, it is interesting and funny to be read. Another reason is the simple and exact plot makes the humor easy to follow. It can be concluded that humor is something enjoyable to be read and it can arouse the students' motivation or desire to read and learn the language especially about the vocabulary.



## 2.2 The Humor

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 every day. We hardly ever find people who never has any experiences with the 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 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. Suprana (1996: 94 & 95) explains that originally there is not 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 explains that there is nobody who is able to know the meaning of humor rightly and perfectly, it is flexible and always change and develop, or even double. It means that the meaning of the humor does not come to an end, it can develop and change in every time.

There are many experts try to give definition about the meaning of the humor. However, they have different opinion about the humor. In Collier's Encyclopedia (1994: 356) humor is stated as something which is applied to all literature and to all informal speech or writing in which the objective to amuse or raise laughter for the reader or listener. Dealing with the idea above, Danandjaja (1994: 14) says that humor is something funny that can give a stimulus to its reader and listener to smile. From those opinions, it means that humor is something funny that will make someone laugh when she or he reads and listens the humor. In this case, the definition of humor is in the form of writing and speech (verbal), whether it is informal or formal. Although Danandjaja does not explicitly state that the humor is in the form of verbal action, but, by stating the words reader and listener, it was enough to show that humor is in the form of verbal action.

In the contrary, Indonesia's Encyclopedia (1982: 1351) defines that humor is the quality of strangeness and improperness that arouse laughter or funny. In this opinion, the humor has double meaning, because he does not state more

explanation about what is strangeness and impropriety meant, whether it refers to someone's behavior, someone's writing or speech, or even both of them. Thus, we do not know what is exactly meant the word strangeness and impropriety. In accordance with the idea above, Suprana (1996: 97) says that humor refers to something that has funny nuance.

Some experts give opinion that humor refers to both verbal and non-verbal actions that arouse laughter or funny, such as stated by Apte (in Wijana, 1996: 4) that humor is every verbal or non-verbal stimulus that arouses smiling and laughter for the devotee. Smiling and laughing is the clearest indication of the humor. It can be concluded that humor is something funny whether verbal and non-verbal action or behavior that arouse smiling and laughing for the listener and the reader.

Humor should be funny and able to rise laughter or smile. A theory of humor states that humor that cannot make someone laugh is not a humor (Danandjaja, 1994:14). It means that laughter is a part of the humor. In short, the laughter or smile is the clearest indication of the humor. Furthermore, Danandjaja (1994: 38) adds that a humor will cause laugh to its reader or listener , if it has some characteristics below.

1. It is surprising, because it tells something unexpected.
2. It can swindle someone, so that it makes its reader or listener disappointed.
3. It breaks taboo. Society's custom considers that the humor as something improper to convey.
4. It has peculiarity because it is unusual to be read or listened.
5. It is out of mind and illogical.
6. It is contradictory with the real fact.
7. It is naughtiness and disturb someone.
8. It has double meanings (e.g. punning).

But in fact, there is a humor that cannot make the reader or listener to laugh or smile. It does not mean that the humor is not funny, yet there are some obstacle factors that effect it. Danandjaja (1994: 32) explains that there are five factors that disturb the indication of the humor:



1. The reader or listener does not understand the language that is used.

How can we enjoy the humor if we do not know the language that is used. We will not be able to enjoy the humor if the humor is in French or Mandarin, because we do not understand the language. It means that knowledge of the language is the most important thing in making the humor can be enjoyed.

2. The humorist cannot convey the humor well.

A humor will not tickle the listener if a nervous person conveys it, because he tells the humor influentially.

3. The reader or listener does not know the context of the humor.

For instance, the reader or the listener may not know the current news, stereotypes of the culture, etc.

4. The reader or listener gets psychological repression.

The reader or listener has psychological self-protection to receive or react to the humor with laugh or smile, especially for the erotic humor such as a sexual humor. Someone that has a strict moral education will be tight with the sexual humor; he may try not to laugh if he reads or listens the erotic humor. And it is possibly depends on psychological condition of the reader or listener, too. Someone usually does not have any appreciation of humor if he is tired.

5. The humorist may not repeat the humor

It means that a humor that has ever been conveyed will not attract the reader or listener's attention, because he has read or heard the humor and gets bored to read or listen for the second time.

### **2.3 Humor in Education**

Humor as a kind of games can be used as teaching technique. The humor is also effective to avoid the students boredom and monotoneous in the classroom. Wijana (1996: 4) says that the humor is a form of games. It is as a fun for adults and as a part of learning process for the children. Further, Ancok (1996: 78) defines that the humor cannot only release the monotoneous and boredom, but it can also arouse a new motivation and lead the people to make a new creation. It can be interpreted that the humor is effective to release the stress feeling. It can

also restore the motivation and interest to learn. In short, the humor is useful in the teaching learning process to lead the students to a relax situation, thus they can get their motivation and interest to learn the language.

Buzan, in his research, (in Dryden and Vos 1999: 175) defines that most people will consider that the education or learning is boring, examination, homework, waste of time, punishment, irrelevant, restrain, yuck or ugh (exclamation expressing distaste), even hate and fear when we ask about their impression of the education or learning, for that reason, he suggests that it is necessary to make the students feel relax in the classroom to attract the students' interest in learning. Furthermore, he adds that mostly all educational, especially English, today emphasize on the presenting the preliminary of learning process in which will make the students feel enjoy and interest, indeed, humor itself is one of an alternative way for learning media and it can be used in the learning process. We can conclude that the humor is useful to release the students boredom and stressed. It will make the students relax and interested in teaching learning process. For that reason, the teacher may present the humor to increase the students motivation in learning the language.

Humor also can make the students interest to read. It provides something exciting and enjoyable. Such stated by Kundolini(2002: 48) that humor are likely to be one of choices to increase students motivation or desire and it is something interesting to be read. Further, she defines by reading the humor will force the students to do anything, include consult with dictionary to find the meaning of difficult words. In line with Kondolini's idea, Ametati (2002: 46) says that the reading motivation can make the students to gain a significant in reading comprehension and vocabulary. This means that the humor can make the students interest to read and enrich the students' vocabulary.

Moreover, Ambarningrum (2000: iii) explains that the humor can not only improve knowledge, but it can also enrich our vocabulary. It means that the humor can also increase our knowledge and by reading or listening the humor we can improve our vocabulary especially the humor which is written in English.



Realizing the function of humor is very useful in the classroom to create the enjoyable situation for the students, the humor also has a negative effect. The effect of humor is also very dangerous for students. It will bring the harshness, cruelty and decrease students productivity, if it is used in improper time and in exaggeration. Suprana (1996: 98) states the humor will also create the boredom situation if it is used continually. In this case humor cannot protect the human from the calamity. Dealing with Suprana's idea, Ancok (1996: 78) says that the humor will not increase someone creativity if the humor always presents in improper times and in wrong places. Further, he adds people that always laugh with the humor, they cannot work and become unproductive. It can be concluded that the humor is not effective if it is used in improper time and place. It cannot only create the cruelty and monotoneous situation, but the humor can also decrease someone's motivation to do his activities. For that reason, in this research the writer only gives three different titles of humor about the education in each meeting, so that the researcher does not spend all the time by reading the humor.

#### **2.4 Jokes**

A joke is a kind of humor, it is something funny that can arouse the listener and the reader laugh and smile. Danandjaja (1994: 19 & 20) defines that Joke is one of the forms of humor. Furthermore, he explains that it is a funny and fictional spoken short story about a person or a member of a group wrongly, because it is not based on the fact but a prejudice in which it is caused by grudge or stereotyped knowledge. Thus, it can be interpreted that the joke can be considered as a funny and fictional story of person or a certain collective group such as; an ethnic group, nation, class, race, etc. However, it is based on the prejudice. In short, the joke is something funny about anything in which the truth cannot be proved.

From the opinion above, there is no reason for someone, people or group of people gets angry, hurt and less resentful, if they become the target of joke or

humor, because it is only a prejudice and the truth cannot be proved. As humor, the joke presents something serious. It is not only looking for laughter, but also has certain purposes that are contained in it. Nusantara (1996: 81) states that humor or joke presents something serious and the problem that offered the humor or joke is serious. It means that, although it provokes laugh, the problem that is offered by the joke or humor is serious.

## **2.5 The Classifications of Humor.**

The humor has characteristic in which differentiates with non-humor, because humor has his own structure. The structure of the humor consists of two necessity parts, namely the body part or the built up and the humorous part or the punch line. As Claire (1984: 13) states that the built up is the beginning of the joke and the punch line is the end of the joke which delivers the surprise or the humorous form. Further, Soedjatmiko (1988: 35) notes that the built up serves the introductory part of humor consisting of the contextual information about the joke. And the punch line is a part of the humorous which distinguishes humor from non-humor.

The humor is categorized in term of various variables. Freud (in Wibisono, 1998: 17) distinguishes kinds of humor based on the purpose or motivation, namely innocent and tendentious jokes. Raskin (in Wibisono 1998: 19) categorizes it based on the target, they are ethnic, sexual and political jokes. Meanwhile, Soedjatmiko (1988: 72) classifies it based on the textual forms, such as; one line, two line, short text, column and literary jokes. However in this research, the writer only used the innocent and short text jokes. The following section discusses more about the classification of the humor or joke:

### **2.5.1 Humor and Its Purposes**

Freud (in Wibisono, 1998: 17) distinguishes the kinds of humor in term of motivation or purposes that they have conveyed to create amusement. They are innocent and tendentious jokes. The innocent jokes serve no particular aim which the funniness evoked through the use of joke- technique alone.



- (1) *A : How does an elephant get out of a telephone booth ?*  
*B : I don't know, how ?*  
*A : The same way he got in*  
 (In Soedjatmiko, 1988: 53)

- (2) *Q : What is the best way to keep fish from smelling ?*  
*A : Cut off their noses*  
 (Taken from Claire, 1984 : 19)

Joke 1 and 2 are unpretentious. No motivational theme is presented. The funniness is evoked by using joke technique alone, namely guessing game.

Freud also classifies the tendentious jokes into exposing, sexual or obscene jokes, aggressive or hostile jokes, cynical or blasphemous jokes, and skeptical jokes.

- (3) *"How do you make a Scotman mute and deaf?"*  
*"By asking him to contribute to a charity."*  
 (Raskin in Wibisono: 1998: 19)

In joke 3, it is an example of aggressive or hostile joke, because the joke is used to attack an other. The allotion is conveyed by the joke is the Scotman is stingy and he would rather go mute and deaf than contribute a charity.

### 2.5.2 Humor and Its Target

Based on the target Raskin (in Wibisono, 1998: 19) classifies humor into three big targets : ethnic humor, sexual humor and political humor.

#### 1. Ethnic humor

The target of ethnic humor is to make fun of stereotype of a certain ethnic group. In this type of humor, it usually contains names of people, places and thing. Most of ethnic humor functions as deprecating or disparaging, yet it also includes anti- disparaging and self- glorying.

- (4) *A patient in the hospital is offered a choice of two kinds of brains for his brain transplant.*  
*'We have Jewish brains,' he told, 'at a \$ 5,000 and Polish brains at a \$10.000.'*  
*'How come the Polish brains are twice as much as the Jewish brains?' he ask in amazement.*  
*'Well, sir, the Polish brains are brand- new. They have never been used.'*

(Raskin in Wibisana, 1998: 20)



The joke 4 deprecates the Jewish ethnic. It tells that the Jewish brain is cheaper than the Polish, because the Jewish never use his brain to think, and in the contrary, the Polish use his brain.

## 2. Sexual Humor

Sexual humor is defined by Raskin as any verbal joke which contains an explicit or implicit reference to sexual intercourse or to sexual organ. (cited in Wibisono, 1998: 21). The sexual humor can range from the most socially acceptable up to the "dirtiest". In this research, it is not necessary for the researcher to explain more about the sexual humor, because it is not appropriate to present in the education field.

## 3. Political Humor

Political humor is targeted at political leaders, professional politicians, or elected representatives as well as at political institutions of groups, parties, even, the government.

- (5) *A candidate rushed home and joyfully told his wife  
 'Darling I've been elected!'  
 'Honestly?'  
 'Now, Why bring that up.'*

(Ambarningrum, 1999: 44)

The joke 5 exposes the political situation. It tells a candidate that has been elected is angry, when his wife asked his honesty in the election.

### 2.5.3 Humor and Its Textual Forms

Soedjatmiko (1998: 72) classifies humor in terms of textual forms into five kinds: one line jokes, two line jokes, short text jokes, humor columns and literary humor.

#### 1. The One Line Jokes

The shortest humor is the one line joke, but it does not necessarily mean a joke consisting of a single sentence. The joke may also have two or three

sentences as far as the whole idea is a single speech act.

- (6) *Common aspirin cures my headaches if I follow the directions on the bottle- keep away from children.*

(Raskin in Wibisana, 1998: 26)

Mostly people think that aspirin will cure the headache if we drink it, but in joke 6 says that the aspirin will cure his headache if he keeps it away from the children.

## 2. The Two Line Jokes

The two line jokes mostly take the form of question and answer or the riddle form where the funniness is created by making a nonsensical or witty answer.

- (7) *'should a person stir his coffee with his right hand or left hand?'*  
*'Neither, he should use the spoon'*

(Raskin in Wibisana, 1998: 26)

In joke 7, it seems that the joke asked whether we should stir the coffee with right or left hand, but we do not used both of right and left hand because we need a spoon to stir it.

- (8) *Which is correct: Six and five are thirteen or six and five is thirteen?'*  
*'Neither.'*

(Soedjatmiko, 1988:75).

Jokes 8 sounds like a grammatical problem, whether 'are' or 'is' is appropriate for those sentences, however both of them are incorrect because 'five and six is eleven'

## 3. The Short text jokes

The Short text jokes are built from one or more paragraphs. It consists of two parts, namely introductory part (the build up) and the humorous part (the punch line).

- (9) *'The moon is more useful than the sun.'*  
*'Why is that?'*  
*'Well the moon gives light at night when we need it to see, and the sun shine in the day time when we don't need it.'* (Claire, 1984: 31)

In joke 9, the funniness is obtained through the usage of the moon and the sun. The reader may think that the sun is more useful than the moon, because the sun is very important for the world. In the contrary, the joke tells that the moon is more important than the sun, because the moon gives the light at night when people need it to see, and the sun shines in the day when the people do not need it.

#### 4. Humor Columns

Humor columns are journalistic writing on current news, social, political comments, in which are developed humorously. This kind of humor is considered funny only for who are familiar with the journalistic context.

#### 5. Literary Humor

Literary humor is humor using classical studies to create amusement and developed satirically. This kind of humor is difficult to be understood to those who are not familiar with the satires or with the literary term.

### 2.6 The Vocabulary

Hornby (1986:959) notes that vocabulary is a total number of words, which make up a language. In addition, Webster (1981:2560) defines that vocabulary as a list or collection of words or words and phrases, alphabetically arranged and explained or defined. Furthermore, Hatch and Brown (1995:1) define that vocabulary refers to a list or set of words for a particular language or a list or set of words those individual speakers of a language might use.

Parts of speech are terms that classify words based on their functional categories. The first belongs to parts of speech with large vocabulary and the second is small vocabulary. William (1970: 44) states that in such comparison parts of speech must be considered separately. The first belongs to parts of speech with large vocabulary which are also called open class items and the second one belongs to almost entirely to parts of speech with small vocabulary that is called closed system items. In addition, Hatch and Brown (1995: 218) explain that large vocabulary is used in a large quantity that includes all nouns and verbs. Then, the small vocabulary is vocabulary that has been stored for the use in a small quantity



or in a small number. It includes prepositions, pronouns, conjunctions, articles, and interjections.

The following section discusses more about nouns, verbs and prepositions.

### 2.6.1 Nouns

Warriner (1977: 4) states that a noun is a word used to name a person, place, thing or idea. As Warriner's opinion, Hornby (1986:791) defines a noun as a word used to name or identify any of a class of things, people, places or idea. Furthermore, Kon (1991:1) states that the noun is the names of people, animals, places and things. Concerning with this idea, Thomson (1986:24) divides four kinds of nouns in English. They are:

- a. Common Nouns : cat, woman, desk;
- b. Proper Nouns : East Java, Jakarta, Italy, Japan, Mrs. Black, Tom;
- c. Abstract Nouns : beauty, charity, courage, happy, fear, sad;
- d. Collective Nouns : crowd, group, team.

### 2.6.2 Verbs

A verb is a word or phrase indicating an action, an event (Hornby, 1986:1323). Furthermore, Warriner says that verb is a word that expresses action or otherwise helps to make a statement (1997: 16). According to Thomson (1986:105) there are two classes of verbs. They are:

1. The auxiliary verbs (Auxiliaries) : to be, to have, to do, can, could, may, might, must, ought, shall, should, will, would, to need, to dare and used.
2. Main verbs

In addition, there are two kinds of main verbs, they are:

- A. Regular verbs : the simple past and past participle are both formed by adding 'd' or 'ed' to the infinitive ; the present participle and gerund are formed by adding 'ing' to the infinitive, for example :

V	state
V_ing	stating
V_s	states
V_ed	stated

b. Irregular verbs : In the irregular verbs form past tense and participle are not added by `d` or `ed`. However it has no fixed rule, for example ;

learn	learnt	learnt
come	came	come

### 2.6.3 Preposition

Thomson (1986: 91) says that a preposition is a word normally placed before noun or pronoun. Further, Kon (1991: 81) defines that preposition show the relationship between noun or pronoun with the rest of the sentence. It is used to express position, direction or time. Furthermore, Hornby (1986:658) says that prepositions are words such as: to, from, out, on, etc. that are placed before noun or pronoun to indicate place, direction source, method, etc.

The most general usage of prepositions is to express a relation between two entities and one being. The combination of the preposition plus noun, pronoun object and modifier can form prepositional phrase.

## 2.7 Teaching vocabulary by using Humor in Reading Texts as a Teaching Material

Vocabulary is one of the language components that are very essential for mastering the language. It is the basic need of someone in mastering the four language skills, speaking, writing, reading and listening. For that reason, it is important to expand the students' vocabulary, for instance by giving the humor or joke in the form of reading texts.

Humor in reading texts can arouse the students' motivation or desire to read and it can also enrich the students' vocabulary. As stated by Kundolini (2002; 48 & 49) that humor can motivate the students to read. By reading the humor, the students will do something; for instance open the dictionary to find the meaning

of difficult words. Moreover, Ambarningrum (1999: iii) states that humor can increase the students' mastery in vocabulary and develop their knowledge and science, especially dealing with the other culture. Further, Soedjatmiko (1988: 4) defines that humor can also function as a measurement of the students' vocabulary achievement. It means that the students who have reached the advanced level can enjoy the humor or joke.

Related to the statements above, it stands to reason that humor in reading texts as a teaching materials can be used as alternative way to improve the students' vocabulary achievement . It can also arouse the students' motivation and interest to learn English especially the vocabulary.

Teaching vocabulary by using humor in this research means teaching the students by giving them a material that consists of some short stories about humor or joke that the topic and vocabulary are consulted to the curriculum. Yet , the researcher only gives the students three different titles of humor in each meeting to avoid the students' boredom with the humor and the humor covers nouns, verbs and prepositions. In this activity, the teacher and the students discuss the humor together. Hopefully, they can be involved and more active in the vocabulary teaching learning process.

## **2.8 Hypothesis**

Based on the problem and the literature review above, the research hypothesis can be formulated as follows: there is a Significant Effect of Humor in Reading Texts as Teaching Materials on Vocabulary Achievement of the First Year Students at MA Ma'arif Bangil in the 2002/2003 Academic Year.



### III. RESEARCH METHODS

#### 3.1 Research Design

The aim of this research was to know whether there was any significant effect of humor in reading texts as teaching materials on vocabulary achievement of the first year students of MA Ma'arif Bangil in the 2002/2003 academic year. Therefore, in this study an experimental research was adopted. As Arikunto (1989: 257) states that an experimental research is a research that tries to find whether there are any cause or effect relationships. The research design used was Quasi Experimental with simple randomized design. It means that it is not like the true experimental research, this research design could not completely control or manipulate the control group from the extraneous variables in giving the treatment, especially when the students in the group were out of the school routine (Slinger and Shohamy, 1989: 148-149). These extraneous variables can be the students' IQ, the students' background knowledge, the environment, etc.

The procedures of the research were as follows:

1. Giving homogeneity test to know the homogeneity of all the classes (three classes) or population.
2. Analyzing the scores of homogeneity test by using ANOVA formula (the formula to look for the mean difference among the three classes). The result of ANOVA was non-significant, it means that the English capability of the students was relatively homogeneous. Then two classes were chosen randomly.
3. Determining the experimental and the control groups from the two classes by lottery.
4. Giving a treatment by using humor in reading texts as teaching material for the experimental group and with reading texts for the control group.
5. Giving post-test to the experimental and the control groups
6. Computing a significant difference on vocabulary achievement of the students between the two groups by using t-test formula.



7. Using the significance level of 5 % to know whether the result of the value of t-test was significant or not.

The research design above could be described as follows:

	Pre-test	Treatment	Post-test
Experimental group (R)		X	T2
Control group (R)			T2

Where:

X : Treatment

T2 : Post-test

R : Random assignment

(Adapted from Hadi, 1986: 442).

### 3.2 Area Determination Method

Hadi (1986: 66) states that the research is not conducted anywhere and every where but in a certain place. The research only can be done in limited places and limited of areas. Dealing with the idea, the method used in determining the research area was purposive. In this case, MA Ma 'arif Bangil was chosen. The reason of using this school was that it was possible to get permission to conduct the research. Besides, the humor in reading texts was never used by the teacher in teaching vocabulary.

### 3.3 Respondent Determination Method

Arikunto (1993: 115) states that there are three kinds of research based on the subject; population research, sampling research, and case research. In this study, the research was a sample research, because this studies only a part of the population as a sample. Further, she explains that if we only take a part of the population as respondents in the research, we call it a sample research (1993:117). The kind of sample research of this study was taken by cluster random sampling.

Before taking the two classes as the samples. The homogeneity test was given to the population to know whether the population was homogeneous. The scores of

the homogeneity test were analyzed by using ANOVA formula.

The result of the analysis of ANOVA showed that the population was homogeneous. After being known that the population was homogeneous, two classes were taken by cluster random sampling as the samples, and then they were determined by lottery. The results were class 1-A as the experimental group and class 1-C as the control group. The computation of ANOVA formula could be seen on Appendix 5.

### **3.4 Data Collection Methods**

The primary data of the research were the students' scores of vocabulary test, while the secondary data was the school's condition, the English teacher, and the material given to the students. The methods of collecting data used were test, interview and documentation.

#### **3.4.1 Test**

Arikunto (1993:138) states that test is a series of questions or exercises or other instruments used to measure the skill, knowledge and intelligence, ability of individual or group.

In this research, achievement test was used. Because this research wanted to measure the students' vocabulary achievement by using humor in reading texts. Hughes (1989: 10) states that the achievement test is directly related to language courses. Furthermore, Mc Millan (1992: 117) states that achievement- test measures what has been learnt by the students and intended to measure the progress that the students are making.

The good test requires the validity and the reliability. Hughes (1989:22) says that a test is said to have content validity if the test constitutes a representative sample of a language skill which is meant to be measured. Further he defines that reliability refers to consistency of test results or scores (1989: 29). Dealing with the test validity, the test had content validity because the test items were constructed to



represent the indicators to be measured. It means the test items were constructed to measure the students' vocabulary achievement.

Teacher made test was applied in this research, because the researcher was the teacher who gave the material and taught the students. The researcher constructed the test by consulting it to the Basic Course Outline for Teaching (GBPP: 1994), and under consideration of the English teacher at MA Ma'arif Bangil to meet the validity and reliability of the test.

There are two types of test, namely subjective and objective tests. Subjective test is a series of questions in which the students are asked to explain something subjectively. On the other hand, the objective test is a series of questions in which lead the students answer the question based on the choices provided and it has only one correct answer. In these research, the objective test in the form of multiple choice and matching were used, because the objective test had some advantages. Hughes (1989: 59) states that the advantages of objective test are the scoring is rapid and economical, and the respondents can make a mark on the paper. Further, Ali (1987: 102) says that it can be analyzed quickly and easily. In addition, the topic chosen was 'education'. The test had 30 items that was divided into 2 forms of test which cover the indicators used namely verbs, nouns and prepositions. The first was multiple choice test that consisted of 20 items and each correct was scored 3. Then, the second was matching test which consisted of 10 items and each correct was scored 4. Therefore the maximum score of the test was 100. The allotted time to do the test was 45 minutes.

### **3.4.2 Interview**

In this research, the method of interview used was semi-structured interview. As had been stated above that the purpose of the interview was to get the secondary data concerning with the description of the school, the method that was used in teaching and learning process and the technique was used in teaching vocabulary.

### 3.4.3 Documentation

To complete the primary data, the documentation was used. In this method, the research investigates the written data, such as books, documents, regulation and daily notes, etc. The documentation was used to collect the secondary data such as the number of the first year students of MA Ma'arif and the name of respondents.

### 3.5 Data Analysis Method

After the data had been collected, the next phase of the research was analyzing the data. In this research, the collected data were analyzed by using t-test to know the means difference of two groups, because of the treatment given.

The formula of t-test was as follows:

$$t = \frac{Ma - Mb}{\sqrt{\left[ \frac{\sum xa^2 + \sum xb^2}{na + nb - 2} \right] \left[ \frac{1}{na} + \frac{1}{nb} \right]}}$$

Where:

- Ma : Mean of the Experimental Group (Group A)
- Mb : Mean of the Control Group (Group B)
- xa : Individual Score Deviation of Ma
- xb : Individual Score Deviation of Mb
- na : The Number of Subjects of Group A
- nb : The Number of Subjects of Group B

The degree of Freedom was:

- Df :  $na + nb - 2$  (Adopted from Hadi, 1986: 443).

Finally, the significance level of 5 % was used to know whether the result of the experimental t value was significant or not. If the result of the t- computation was higher than the value of t- table, it means that null hypothesis was rejected while the working hypothesis was accepted.

## IV. RESULTS AND DISCUSSION

This chapter presents the research results and the supporting data collected from documentation and interview and the data analysis about the primary data obtained from vocabulary test

### 4.1. The Supporting Data.

The research was conducted at MA Ma'arif Bangil from July 25<sup>th</sup> to August 20<sup>th</sup> 2002. The supporting data need were gathered by applying documentaion and interview.

#### 4.1.1 The Results of Documentation

The documentation analysis was done to get the supporting data about the number of the first year students of MA Ma'arif Bangil in the 2002/2003 academic year, as the population of the research and the names of the respondents.

Table 1 shows the total number of the first year students of MA Ma'arif Bangil in the 2002/2003 academic year.

No	Class	Numbers of students		Total
		Male	Female	
1	1-A	13	25	38
2	1-B	11	27	38
3	1-C	12	26	38
Total		36	78	114

The names of the respondents could be seen on Appendix 17.





#### **4.1.2 The Result of Interview**

The interview was done with the English teacher of the first class to get the supporting data. From the interview, it was known that he never used humor and media in the English teaching and learning process. He also explained that it would make him busy to make or look for the media, because he had to finish the English materials on time. Therefore, he only used the materials that were provided in the books used. The teacher also said that the students had difficulties in learning vocabulary, for they often felt bored with the materials being discussed. Therefore, they did not have motivation to learn the vocabulary.

#### **4.2. The Results Homogeneity Test**

From the analysis of variance, it showed that the value of F-statistic was 0.007 and the F- table value with the significance level of 5%, dfb of 2, and dfw 111 was 3.078. It could be seen that the F- statistic value was less than the F- table value. It means that there is no significant mean difference among the three classes. In other words, the English capability among the three classes of the first year students at MA Ma'arif Bangil in the 2002/2003 academic year was nearly the same or homogeneous. Then two classes were taken by cluster random sampling as the samples and then they were determined by lottery. The results were class 1-A as the experimental group and class 1-C as the control group. The computation of ANOVA could be seen on Appendix 5.

#### **4.3. The Primary Data and Data Analysis**

The primary data dealt with the students' vocabulary achievement in the form of their scores of vocabulary test.

##### **4.3.1 The Results of Vocabulary Test**

The vocabulary test was given to both of the experimental and the control groups after the treatment. The data that were obtained from the vocabulary test were

analyzed by using t-test and consulted with t-table with the significance level of 5% to prove the hypothesis. It was used to know the significant effect of humor in reading texts as teaching materials on vocabulary achievement of the first year students at MA Ma'arif Bangil in the 2002/2003 academic year.

The results of the vocabulary test of the experimental and the control groups are presented in the following table.

Table 2. The Results of Vocabulary Test of the Experimental Group and the Control Group

No	Scores of the Experimental Group ( $x_a$ )	Scores of the Control Group ( $x_b$ )
1.	53	67
2.	57	56
3.	51	66
4.	60	56
5.	79	53
6.	79	56
7.	69	56
8.	61	84
9.	53	72
10.	54	53
11.	61	56
12.	75	53
13.	64	59
14.	74	56
15.	61	59
16.	61	72
17.	60	68
18.	61	54
19.	83	66
20.	84	68
21.	73	70
22.	74	63
23.	72	61
24.	58	53
25.	67	51
26.	70	53
27.	72	56
28.	70	65
29.	67	68

30.	75	70
31.	64	57
32.	70	79
33.	62	80
34.	73	57
35.	62	56
36.	67	53
37.	57	59
38.	83	66

Based on the results of the vocabulary test presented in the table above, the tabulation of the data to find  $x_a^2$  and  $x_b^2$  are presented in the following table.

Table 3. The Tabulation of Data Analysis

Exp. Group		Xa-Ma			Contr. Group		Xb-Mb	
Na	Score (Xa)	$x_a$	$x_a^2$	Nb	Score (Xb)	$x_b$	$x_b^2$	
1	53	-13.7	187.69	1	67	5.2	27.04	
2	57	-9.7	94.09	2	56	-5.8	33.64	
3	51	-15.7	246.49	3	66	4.2	17.64	
4	60	-6.7	44.89	4	56	-5.8	33.64	
5	79	12.3	151.29	5	53	--8.8	77.44	
6	79	12.3	151.29	6	56	-5.8	33.64	
7	69	2.3	5.29	7	56	-5.8	33.64	
8	61	-5.7	32.49	8	84	22.2	492.84	
9	53	-13.7	187.69	9	72	10.2	104.04	
10	54	-12.7	161.29	10	53	-8.8	77.44	
11	61	-5.7	32.49	11	56	-5.8	33.64	
12	75	8.3	68.89	12	53	-8.8	77.44	
13	64	-2.7	7.29	13	59	-2.8	7.84	
14	74	7.3	53.29	14	56	-5.8	33.64	
15	61	-5.7	32.49	15	59	-2.8	7.84	
16	61	-5.7	32.49	16	72	10.2	104.04	
17	60	-6.7	44.89	17	68	6.2	38.44	
18	61	-5.7	32.49	18	54	-7.8	60.84	
19	83	16.3	265.69	19	66	4.2	17.64	
20	84	17.3	299.29	20	68	6.2	38.44	
21	73	6.3	39.69	21	70	8.2	67.24	
22	74	7.3	53.29	22	63	1.2	1.44	



23	72	5.3	28.09	23	61	-0.8	0.64
24	58	-8.7	75.69	24	53	-8.8	77.44
25	67	0.3	0.09	25	51	-10.8	116.64
26	70	3.3	10.89	26	53	-8.8	77.44
27	72	5.3	28.09	27	56	-5.8	33.64
28	70	3.3	10.89	28	65	3.2	10.24
29	67	0.3	0.09	29	68	6.2	38.44
30	75	8.3	68.89	30	70	8.2	67.24
31	64	-2.7	7.29	31	57	-4.8	23.04
32	70	3.3	10.89	32	79	17.2	295.84
33	62	-4.7	22.09	33	80	18.2	331.24
34	73	6.3	39.69	34	57	-4.8	23.04
35	62	4.7	22.09	35	56	-5.8	33.64
36	67	0.3	0.09	36	53	-8.8	77.44
37	57	-9.7	94.09	37	59	-2.8	7.84
38	83	16.3	265.69	38	66	4.2	17.64
T	2536		2909.42		2347		2650.92
Ma	66.7			Mb	61.8		

Notes:

- Na : The number of subjects in the experimental group  
 Xa : The individual scores of the experimental group  
 Ma : The mean of the experimental group  
 $x_a$  : The individual score deviation of the experimental group  
 $x_a^2$  : The individual score deviation square of the experimental group  
 Nb : The number of subjects in the control group  
 Xb : The individual scores of the control group  
 Mb : The mean of the control group  
 $x_b$  : The individual score deviation of the control group  
 $x_b^2$  : The individual score deviation square of the control group

Based on the table above, it was found the results were as follows:

$$Ma = 66.7$$

$$\sum x_a^2 = 2909.42$$

$$na = 38$$

$$Mb = 61.8$$

$$\sum x_b^2 = 2650.92$$

$$nb = 38$$

$$\begin{aligned}
 t &= \frac{Ma - Mb}{\sqrt{\left[ \frac{\sum x_a^2 + \sum x_b^2}{na + nb - 2} \right] \left[ \frac{1}{na} + \frac{1}{nb} \right]}} \\
 &= \frac{66.7 - 61.8}{\sqrt{\left[ \frac{2909.42 + 2650.92}{38 + 38 - 2} \right] \left[ \frac{1}{38} + \frac{1}{38} \right]}} \\
 &= \frac{4.9}{\sqrt{\left[ \frac{5560.34}{74} \right] \left[ \frac{2}{38} \right]}} \\
 &= \frac{4.9}{\sqrt{[75.13][0.05]}} \\
 &= \frac{4.9}{\sqrt{3.75}}
 \end{aligned}$$

$$t = 2.53$$

The computation above showed that the statistical value of t-test was 2.53. Then, this value is consulted to the t-table with degree of freedom 74 and at the significance level of 5%. The critical value of t-table was 2.00.

#### 4.5.2 Hypothesis Verification

Based on the results of the data analysis, the statistical value of t-test 2.53 was higher than the critical value of t-table 2.00. It means the result was significant. Thus, the alternative hypothesis that says, "There is a significant effect of using humor in reading texts as teaching materials on vocabulary achievement of the first year students at MA Ma'arif Bangil in the 2002/2003 academic year" was accepted. On the contrary, the null hypothesis that says, "There is no significant effect of using

humor in reading texts as teaching materials on vocabulary achievement of the first year students at MA Ma'arif Bangil in the 2002/2003 academic year" was rejected. It means that there is a significant effect of using humor in reading texts as teaching materials on vocabulary achievement of the first year students at MA Ma'arif Bangil in the 2002/2003 academic year.

#### **4.4. Discussion**

Based on the results of the data analysis, there is a significant effect of using humor in reading texts as teaching materials on vocabulary achievement of the first year students at MA Ma'arif Bangil in the 2002/2003 academic year. It means that the humor in reading texts as teaching materials can be used as alternative way to teach vocabulary. In other words, the humor can be used as stimulus variation in teaching learning process especially in teaching vocabulary to make the students more interesting and be motivated in learning the language. The result shows that humor in reading text has a power to develop the students' vocabulary achievement. It is supported by Kundolini (2002: 48&49) who said that humor can increase the students' motivation to read and vocabulary. Ambarningrum (2000: iii) adds that humor can enrich our knowledge and vocabulary. This theory supports the result of the research that shows the use of humor in reading texts as teaching materials can improve the students' motivation in reading and Vocabulary.

Thus, it can be said that the humor in reading texts as teaching materials has a significant effect on the first year students' vocabulary achievement at MA Ma'arif Bangil in the 2002/2003 academic year. The result suggests that the humor in reading texts as teaching materials can be used as alternative way to teach vocabulary.



## V. CONCLUSION AND SUGGESTIONS

### 5.1 Conclusion

From the results of the data analysis and discussion, it could be concluded that there was a significant effect of using humor in reading texts as teaching materials on vocabulary achievement of the first year students at MA Ma'arif Bangil in the 2002/2003 academic year. It means that the students who were taught by humor in reading texts as teaching materials got better score than those who were taught by reading texts. Therefore, the humor in reading texts as teaching materials can be used as alternative way to teach vocabulary.

### 5.2 Suggestions

Based on the results of the research, some suggestions are given to the English teacher, the students and the other researchers.

The English teacher is suggested to apply humor in reading texts as teaching materials as an alternative way to improve the students' vocabulary achievement. Then, she or he should be creative to use the teaching media and clever to select the humor that is appropriate with the students' level and curriculum. In addition, she or he should be able to apply the humor in reading texts as teaching materials in an interesting way. So that the students are involved and interested in the English teaching and learning process.

The students are suggested to motivate themselves to be more active in joining and learning the language, especially about the vocabulary.

The other researchers are suggested to do a further research dealing with the vocabulary by using another research design, such as a classroom action research to know the effectiveness of using humor in reading texts as teaching materials to improve the students' vocabulary achievement.



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RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
The Effect of Humor in Reading Texts as Teaching Materials on Vocabulary Achievement of the First Year Students at MA Ma'arif Bangil in the 2002/2003 Academic Year	Is there any significant effect of Humor in Reading Texts as Teaching Materials on Vocabulary Achievement of the First Year Students at MA Ma'arif Bangil in the 2002/2003 Academic Year	<b>Independent variables:</b> Humor in reading texts	Humor - Jokes - The Classifications of humor	1. <b>Respondents :</b> The First Year Students of MA Ma'arif Bangil in the 2002/2003 Academic Year 2. <b>Informants :</b> The English Teacher 3. <b>Documentation</b>	1. <b>Research Design:</b> Quasi Experimental Design 2. <b>Area Determination Method :</b> Purposive 3. <b>Respondent Determination Method :</b> Cluster Random Sampling 4. <b>Data Collection Method :</b> a. The Primary Data : - Test b. The Supporting Data - Interview - Documentation 5. <b>Data Analysis Method :</b>	There is a Significant effect of Humor in Reading Texts as Teaching Materials on Vocabulary Achievement of the First Year Students at MA Ma'arif Bangil in the 2002/2003 Academic Year
		<b>Dependent variables:</b> Vocabulary Achievement	The test Scores of Vocabulary covering the materials of : - Nouns - Verbs - Prepositions		$t = \frac{M_a - M_b}{\sqrt{\left( \frac{\sum x_a^2 + \sum x_b^2}{n_a + n_b - 2} \right) \left( \frac{1}{n_a} + \frac{1}{n_b} \right)}}$ <p>Where : n = Total Numbers of each group x = Standard Deviation of each group M = Mean of each group</p>	

Appendix : 2

**Research Instruments**

**Interview Guide**

No	The Data Taken	Data Recources
1.	What method do you use in teaching learning process?	English teacher
2	Have you ever used the humor in the classroom?	
3	What technique do you use in teaching vocabulary?	
4	What problems do you face in teaching vocabulary?	
5	What difficulties do the students in learning vocabulary?	

**Documentation Guide**

No	The Data Taken	Data Recources
1.	The number of the first year students at MA Ma'arif Bangil	Document
2.	The name of Respondents	

Appendix 3

**Homogeneity Test**

Subject : English  
Level : 1/ I SMU  
Time : 45 minutes

*1. Choose the best answer by crossing a, b, c, or d.*

1. There is a post office over there. You can post your... there.  
a. palace c. book  
b. letter d. page
2. The horse always eats ...  
a. grass c. meat  
b. rice d. vegetables
3. He... in the chair by the window and watched the parade.  
a. sat c. sleep  
b. lie d. run
4. Would you please... me the time?  
a. say c. look  
b. tell d. asked
5. She was born... 5<sup>th</sup> December.  
a. in c. at  
b. for d. on
6. We need... when we eat.  
a. glass c. spoon  
b. plough d. book
7. Are you married? No, you have made a...  
a. problem c. matter  
b. wrong d. mistake
8. Did you... your homework yesterday?  
a. do c. read  
b. did d. done
9. The wind... very hard last week.  
a. blew c. blowing  
b. boiling d. borrow
10. He was born... 1931.  
a. on c. in  
b. at d. since
11. I drink a glass of... every morning.  
a. rice c. milk  
b. soup d. shop
12. Turn on the... because the dark is coming.  
a. stove c. fan  
b. lamp d. TV



13. Before we go home, our teacher... that she will give us a test next week.  
a. leaves  
b. announces  
c. introduces  
d. attends
14. Don't... that glass, or you will break it.  
a. draw  
b. cross  
c. drop  
d. give
15. I met her... Zaenab's house.  
a. at  
b. in  
c. on  
d. for
16. Open your... on page 14.  
a. pen  
b. pencil  
c. book  
d. bag
17. The... rises in the east.  
a. moon  
b. sun  
c. star  
d. plane
18. I took my examination in November, and luckily I...  
a. past  
b. passed  
c. loose  
d. pushed
19. The rain... very hard yesterday.  
a. fell  
b. fall  
c. fallen  
d. fill
20. The cat is... the table.  
a. in  
b. of  
c. under  
d. for
21. The... could not catch the ball.  
a. striker  
b. supporter  
c. referee  
d. goal keeper
22. We usually use a... to observe the growth of plants.  
a. lodging house  
b. green house  
c. boarding house  
d. plant house
23. John is hiding... the door.  
a. behind  
b. at  
c. in  
d. beside
24. As the night got dark, we... more and more frightened.  
a. come  
b. moved  
c. came  
d. became
25. '... your hand, if you can answer my question!' said the teacher.  
a. Take  
b. Raise  
c. Rise  
d. Rice

Appendix 4

The Scores of Homogeneity Test

No	1A	No	1B	No	1C
1	52	1	60	1	68
2	56	2	60	2	64
3	40	3	72	3	60
4	56	4	40	4	72
5	68	5	60	5	56
6	68	6	68	6	56
7	56	7	60	7	56
8	64	8	72	8	76
9	68	9	72	9	60
10	52	10	64	10	68
11	56	11	68	11	60
12	76	12	52	12	68
13	68	13	76	13	60
14	56	14	56	14	72
15	60	15	60	15	72
16	68	16	52	16	64
17	68	17	76	17	56
18	60	18	68	18	60
19	72	19	56	19	56
20	72	20	68	20	60
21	60	21	68	21	68
22	72	22	68	22	76
23	68	23	60	23	72
24	60	24	64	24	60
25	68	25	60	25	60
26	64	26	56	26	60
27	72	27	76	27	68
28	68	28	68	28	56
29	52	29	60	29	58
30	60	30	48	30	56
31	60	31	68	31	56
32	68	32	68	32	68
33	60	33	64	33	72
34	72	34	68	34	60
35	60	35	52	35	52
36	68	36	56	36	56
37	60	37	68	37	68
38	72	38	68	38	68

## Appendix 5

ANOVA: Single Factor

### SUMMARY

Groups	Count	Sum	Average	Variance
1A	38	2404	63,26316	60,415363
1B	38	2400	63,15789	65,866287
1C	38	2408	63,36842	43,698435

### ANOVA

Source of Variation	SS	df	MS	F	P-value	F-crit
Between Groups	0,8421053	2	0,421053	0,0074312	0,992597	3,07805692
Within Groups	6289,2632	111	56,66003			
Total	6290,1053	113				

From the analysis above, it can be seen that the F value was 0,0074 and the F- crit value with the significance level of 5%, dfb of 2, and dfw of 111 was 3,078. This showed that F value was less than F-crit value. It means that there is no significant mean difference among three classes. In other words, the English capability among the three classes of the first year students at MA Ma'arif Bangil in the 2002/2003 academic year was nearly the same or homogenous.



## Appendix 6

### Lesson plan I for the Experimental Group

#### Lesson Plan I

Subject : English  
Theme : Education  
Language Focus : Vocabulary  
Class/ Cawu : 1<sup>st</sup> SMU/ I  
Time : 2x 45 minutes

#### I. General Instructional objective

By mastery of about 500 new vocabularies in the level of 1500 words and structure related to the chosen theme and sub theme the students are able to master the vocabulary as one of the language components.

#### II. Specific Instructional Objective

1. Students are able to find the information about nouns in the humor .
2. Students are able to find the information about verbs in the humor .
3. Students are able to find the information about prepositions in the humor.

#### III. Material

The humor ( The Final Test, Not Go Too Far and Mr. Black Class)

#### IV. Teaching learning process

- a. Approach : Meaningfulness Approach
- b. Method : Guided Activities
- c. Media : Reading texts about humor

#### V. Procedure

No	Activities	Time
I	Introduction : a. Greeting b. Asking some leading questions to arouse the students' interest	5'
II	Main Activities : c. Asking some students to read the humor d. Asking the students to find the nouns, verbs, and prepositions of each humor e. Discussing the humor	10' 20' 50'
III	Closing : f. Concluding the material g. Parting	5'

#### VI. Evaluation

Process Evaluation: Oral test

### I. THE FINAL TEST

One day, Oding and his friend, Tony, were talking about their final test.

Oding : "What was your answer to number 3?"

Tony : "What's that?"

Oding : "Change into interrogative the sentence: *the store is closed*"

Tony : "Oh... that one. I hope it's right"

Oding : "So, what's your sentence?"

Tony : "Well, *what is the store doing?* Am I right?"

### II. NOT GO TOO FAR

One day a mathematics teacher used the story method to make the class more interesting. He asked the students,

"If I have twenty billion in ten thousand rupiahs bills and put them end-to-end beginning at front of your classroom door, how far do you think they would reach?"

One of the students answered, " Well, sir. Not go too far, because I'll be right behind you, and pick them all up!"

### III. Mr. BLACK CLASS

On the first day of school, Mr Black entered the classroom and asked to the students,

"Do you have any ideas of what I'm going to teach you today?"

"No," the class answered.

Mr. Black said, "Well, since you don't know, it would be useless for me to teach you today." He then left the classroom.

Mr. Black started the second day with the same question. This time the students replied,

"Yes."

To their disappointment, Mr. Black responded, “ Since you already know, what the use of teaching you again?” he again left the bewildered class.

On the following day, Mr. Black repeated the same question. The students had discussed the matter and agree on a strategy to get Mr. Black to teach them. So half of the class said ‘yes’. While the other said ‘no’. to their surprise, Mr. Black calmly said,

“In that case, those of you who already know please tell the other students who don’t know.” Then, he left the classroom.

*(Taken from Hello Magazine 187. June 2001)*



The exercise of the Experimental Group (I)

*I. Answer the following question based on the text I above !*

1. What are they talking about?
2. What is Oding asking to Tony?
3. Is Tony's answer right?
4. What is the correct answer?
5. What does the humor tell about?

*II. Answer the following question based on the text II above !*

1. What did the teacher mathematics use to make the class more interesting?
2. What story was used by the teacher in the class?
3. Were the students interested in the teacher's story?
4. What did the students say to answer the teacher's question?
5. What does the humor tell about?

*III. Answer the following question based on the text III above !*

1. When was the dialogue happened?
2. What were they talking about?
3. Did Mr. Black teach the students?
4. What is your opinion about Mr. Black?
5. What does the humor tell about?

## Appendix 8

### Lesson plan I for the Control Group

#### Lesson Plan I

Subject : English  
Theme : Education  
Language Focus : Vocabulary  
Class/ Cawu : 1<sup>St</sup> SMU/ I  
Time : 2x 45 minutes

#### I. General Instructional objective

By mastery of about 500 new vocabularies in the level of 1500 words and structure related to the chosen theme and sub theme the students are able to master the vocabulary as one of the language components.

#### II. Specific Instructional Objective

1. Students are able to find the information about nouns in the reading text
2. Students are able to find the information about verbs in the reading text
3. Students are able to find the information about preposition in the reading text

#### III. Material

The reading texts about General High School

#### IV. Teaching learning process

- a. Approach : Meaningfulness Approach
- b. Method : Guided Activities
- c. Media : Reading texts

#### V. Procedure

No	Activities	Time
I	Introduction : a. Greeting b. Asking some leading questions to arouse the students' interest	5'
II	Main Activities : c. Asking some students to read the text d. Asking the students to find the nouns, verbs, and prepositions in the reading text e. Discussing the reading text	10' 20' 50'
III	Closing : f. Concluding the material g. Parting	5'

#### VI. Evaluation

Process Evaluation: Oral test

## I. GENERAL HIGH SCHOOL

After graduating from junior high school, the students continue their study to a higher level or school. They can choose General High School and Vocational school. If they want to continue to go to university, General High School may be the best alternative for them as they can study many things in accordance with the development of science and technology as well art. For instance they learn new subject like chemistry, biology, sociology, antropology that they do not have in previous school. In our new 1994 curriculum or syllabus stated that General High School has two instructional programs. The first, General instructional program and the second is specific instructional program. The first and the second year students belong to general instructional program. In this program the students learn general knowledge and skills as the basis continue their study to a higher education. In the third year students choose the specific instructional program according to their ability and interest. This program gives the students more specific knowledge and skills to continue their study to a higher education in university. The specific instructional program consist of science, social and language program or department.

*(Taken from LKS Bahasa Inggris Untuk SMU 1a)*



The exercise of the Control Group (I)

*Find the answer in the text !*

1. What school do they choose if they want to continue their study to a higher level?
2. How many instructional program does General High School have?
3. When the specific instructional program held?
4. How many programs does the specific instructional program consists of?
5. How long does it take for the students to study at High School?
6. What is the aim of General High School?

*Rearrange the letters to form English Words. Start from the underline letters!*

1. y-u-d-s-t = ...
2. t-o-l-a-n-o-y-a-c-i = ...
3. e-s-r-i-t-u-n-i-v-y = ...
4. w-e-g-o-k-e-n-d-l = ...
5. o-c-t-u-n-i-d-e-a = ...
6. n-i-s-t-r-e-t-e = ...
7. s-e-n-i-c-e-c = ...

## Appendix 10

### Lesson plan II for the Experimental Group

#### Lesson Plan II

Subject	: English
Theme	: Education
Language Focus	: Vocabulary
Class/ Cawu	: 1 <sup>St</sup> SMU/ I
Time	: 2x 45 minutes

#### I. General Instructional objective

By mastery of about 500 new vocabularies in the level of 1500 words and structure related to the chosen theme and sub theme the students are able to master the vocabulary as one of the language components.

#### II. Specific Instructional Objective

1. Students are able to find the information about nouns in the humor.
2. Students are able to find the information about verbs in the humor.
3. Students are able to find the information about preposition in the humor.

#### III. Material

The humor ( A Man of All Language, Knowledgeability and Easy)

#### IV. Teaching learning process

- a. Approach : Meaningfulness Approach
- b. Method : Guided Activities
- c. Media : Reading texts about humor

#### V. Procedure

No	Activities	Time
I	Introduction : a. Greeting b. Asking some leading questions to arouse the students' interest	5'
II	Main Activities : c. Asking some students to read the humor h. Asking the students to find the nouns, verbs, and prepositions of each humor d. Discussing the humor	10' 20' 50'
III	Closing : e. Concluding the material f. Parting	5'

#### VI. Evaluation

Process Evaluation: Oral test

#### IV. A Man of All Languages

Mr. Day was a teacher at a school in a big city in the north of England. He usually went to France or Germany for a week during his summer holidays, and he spoke France and German quite well.

But one year, Mr. Day said to one of his friends, " I am going to have a holiday in Athens. But I don't speak Greek, so I'll go to evening classes and have Greek lessons for a month before I go."

He studied very hard for a month, and then his holiday began and he went to Greece.

When he came back from his holiday a few weeks later, his friends asked him, " Did you have any trouble with your greek when you were in Athens?"

" No, I didn't have any trouble with it" answered Mr. Day. " But the Greeks did!".

#### V. KNOWLEDGEABILITY

A knowledgeable teacher described his final session on astronomy. " So you see, students, the Universe is an incredible creation. As an example, the heavens contain 117, 971, 423, 641 stars."

The class rowdy immediately raised his hand and quipped, " How do you know?"

Accustomed to this students' constant challenges, the teacher immediately responded, " If you don't believe me, count them for yourself."



## VI. EASY

A ninth-grader was complaining about the amount of material she had to learn for her history exam.

Finally, her mother could take it no longer. “ It is important for you to understand the events of history and how they affect us today. I passed and got straight A in history.”

“That was easy for you mom,” The daughter responded. “ You lived through most of it.”

The exercise for the Experimental group (II)

*I. Answer the following question based on the text IV above !*

1. Who is Mr. Day?
2. When did Mr. Day teach?
3. Where did he usually go in summer holiday?
4. Where did he decide to go last year?
5. What did he do before he got the holiday?
6. Did he get trouble with his Greek?
7. What was happened with the Greek?

*II. Answer the following question based on the text V above !*

1. What was the lesson described by the teacher?
2. What was the incredible creation?
3. How many stars contains the heaven?
4. Do you think the students believe the teacher's explanation?
5. What did the teacher say when his students did not believe him?

*III. Answer the following question based on the text VI above !*

1. What was a ninth- grader complaining?
2. What did her mother say to her son?
3. What did the son say to her mother?

## Appendix 12

### Lesson plan II for the Control Group

#### Lesson Plan II

Subject : English  
Theme : Education  
Language Focus : Vocabulary  
Class/ Cawu : 1<sup>st</sup> SMU/ I  
Time : 2x 45 minutes

#### I. General Instructional objective

By mastery of about 500 new vocabularies in the level of 1500 words and structure related to the chosen theme and sub theme the students are able to master the vocabulary as one of the language components.

#### II. Specific Instructional Objective

1. Students are able to find the information about nouns in the reading text.
2. Students are able to find the information about verbs in the reading text.
3. Students are able to find the information about preposition in the reading text.

#### III. Material

The reading texts about Vacational School

#### IV. Teaching learning process

- a. Approach : Meaningfulness Approach
- b. Method : Guided Activities
- c. Media : Reading texts

#### V. Procedure

No	Activities	Time
I	Introduction : a. Greeting b. Asking some leading questions to arouse the students' interest	5'
II	Main Activities : c. Asking some students to read the text d. Asking the students to find the nouns, verbs, and prepositions in the reading text e. Discussing the reading text	10' 20' 50'
III	Closing : f. Concluding the material g. Parting	5'

#### VI. Evaluation

Process Evaluation: Oral test



## II. VOCATIONAL SCHOOL

Vocational school aims at preparing the students for useful occupation especially for skilled traders and semi professional careers. The school wants the students get the job after they finish their study. Such kind of schools like: Technical High School, Agriculture School, Pharmaceutical School, Nursery School, and many others. These schools provide the students more practical knowledge than theoretical. This practical knowledge is very useful both in our daily life and in helping the students to gets the job. Vocational school stresses instruction in skill that the students must use specific job. It also provides technical background that increases their understanding the field of work. The program to combine practical and theoretical instruction include: work-study, job training and cooperative training.

*(Taken from LKS Bahasa Inggris Untuk SMU 1a)*

The exercise of the Control Group (II)

*Find the answer in the text !*

1. what are the aims of vocational school?
2. Why do the students enter the vocational school?
3. Does the vocational school give the students more theoretical knowledge?
4. What instruction does the vocational school stress?
5. What program will be held to combine practical and theoretical instruction?

*Match the phrase on the left with the word on the right!*

- |                             |                            |
|-----------------------------|----------------------------|
| 1. Purpose or intention ... | a. useful                  |
| 2. Helpful or value ...     | b. provides                |
| 3. Come to an end ...       | c. aims                    |
| 4. For a job ...            | d. program                 |
| 5. Vocational ...           | e. plan what is to be done |
| 6. Finish ...               | f. gives or supplies       |

Appendix 14

**Post Test**

Subject : English  
Theme : Education  
Class/ Cawu : 1<sup>st</sup> SMU/ I  
Time : 45 minutes

**I. Choose the best answer by crossing a, b, c or d.**

1. The teachers... that the students can answer the test well.  
a. help  
b. answer  
c. examine  
d. hope
2. The teacher *explains* the law of gravity. The word *explain* in the sentence means ...  
a. asks  
b. answers  
c. describes  
d. talks
3. The beginning of school years comes in...  
a. January  
b. July  
c. August  
d. October
4. The same meaning of *friends in the same classroom* is...  
a. classmates  
b. closefriends  
c. classfriends  
d. friendship
5. Peter stands up... of the class.  
a. in front  
b. from  
c. on  
d. to
6. We arrived... the front door of the class at 07.00 o'clock.  
a. from  
b. since  
c. in  
d. at
7. Mrs. Ratna used... to make the students interest in the classroom.  
a. story  
b. table  
c. history  
d. astronomy
8. There are some... that we didn't learn in SLTP.  
a. teachers  
b. books  
c. friends  
d. lessons
9. You can... your teacher, if you have any problem with your lessons.  
a. describe  
b. ask  
c. asked  
d. described
10. I put my book... the table.  
a. at  
b. beside  
c. on  
d. behind
11. I like to listen... the radio.  
a. at  
b. in  
c. on  
d. to
12. The students *came in* the classroom at 07.00 o'clock. The phrase *came in* means...  
a. entered  
b. exit  
c. arrived  
d. went



13. Teacher : "Have you finished your test?"  
 Students : "Yes, I have."  
 The same meaning of *test* is...
- a. test  
 b. marks  
 c. work  
 d. exam
14. We... an English test yesterday.
- a. get  
 b. got  
 c. gotten  
 d. have
15. We have been studying English... junior high school
- a. since  
 b. on  
 c. in  
 d. until
16. "Can you ... the number of chair in this classroom?" said the headmaster
- a. help  
 b. count  
 c. ask  
 d. talk
17. Students are... about their final test.
- a. discuss  
 b. taking  
 c. talking  
 d. talk
18. Change the following sentence... negative: *The store is closed!*
- a. on  
 b. at  
 c. into  
 d. to
19. "Do you... the meaning of 'important'?", said the teacher.
- a. understand  
 b. knew  
 c. have  
 d. understanding
20. The students *answer* the teacher's question immediately. The same meaning of answer is...
- a. ask  
 b. take  
 c. talk  
 d. respond

**II. Fill in the blanks with the correct answer based on the words in the right column. Write the letter only!**

21. Mrs. Hartati is..... geography in class II A now.
22. Fredy is..... English now.
23. We will get the biology *subject* tomorrow.  
 The word *subject* means.....
24. John was here..... Monday through Wednesday, but he is going home now.
25. Put your hand..... your back.
26. We will get..... before we are promoted to the higher level.
27. If we want to..... the exam. We must study hard.
28. You must finish your assignment..... next month.
29. Mr. Ali said that the universe is an incredible...
30. Mr. Budi..... his final session about Astronomy.

- a. pass  
 b. behind  
 c. test  
 d. passed  
 e. clean  
 f. discribes  
 g. before  
 h. creation  
 i. teaching  
 j. lesson  
 k. from  
 l. beside  
 m. learning

Appendix 95

ANSWER KEY

Homogeneity Test

- |      |       |       |       |       |
|------|-------|-------|-------|-------|
| 1. b | 6. c  | 11. c | 16. c | 21. d |
| 2. a | 7. d  | 12. b | 17. b | 22. b |
| 3. a | 8. a  | 13. b | 18. b | 23. a |
| 4. b | 9. a  | 14. c | 19. a | 24. d |
| 5. d | 10. c | 15. a | 20. c | 25. b |

Post Test

I.

- |      |       |       |       |
|------|-------|-------|-------|
| 1. d | 6. c  | 11. d | 16. b |
| 2. c | 7. a  | 12. a | 17. c |
| 3. b | 8. d  | 13. d | 18. c |
| 4. a | 9. b  | 14. b | 19. a |
| 5. a | 10. c | 15. a | 20. d |

II

- |       |       |
|-------|-------|
| 21. i | 26. c |
| 22. m | 27. a |
| 23. j | 28. g |
| 24. k | 29. h |
| 25. b | 30. f |

Appendix 16

**DISTRIBUTION OF THE TEST ITEMS**

Indicators	The Items' Number	The number of Test Items
Nouns	3,4,7,8,13,23,26,29	8
Verbs	1,2,9,12,14,16,17,19,20,21,22,27,30	13
Prepositions	5,6,10,11,15,18,24,25,28	9



## THE NAMES OF RESPONDENTS

No	Experimental Group (1A)	No	Control Group (1C)
1	Abd. Basid	1	A. Syarif Hidayat
2	A. Arif Afandi	2	Ahmad Wahyudi
3	Arif Abdillah	3	Ainun Jariyah
4	Asmaul. M	4	Ainur Rahmah
5	Dewi Nadifah	5	Amil Mas'alah. F
6	Eka Fitriana. N	6	Chomsatul. Ch
7	Faisol Arif	7	Chotijah
8	Faisol Hanafi	8	Dewi Istiqomah
9	Hadi	9	Farhana
10	Imron Rosadi	10	Fijayanti
11	Khusnul Khotimah. a	11	Jumrotul Faricha
12	Khusnul Khotimah. B	12	Kasiani
13	Luluk Wachidah	13	Khumrotin
14	Maraikya	14	Lilik Farida N
15	Misbakhul Anam	15	Lutdiawti
16	Moch. Muzakki	16	Maisyroh
17	Muhaimin	17	Mar'atus Sholihah
18	Nanaing Isnawati	18	Masruroh
19	Nisful Laila	19	M. Ali
20	Nur Cholis	20	M. khoiron
21	Nurul Azizah	21	M. Nur Chamim
22	Nurul Faizah	22	M. Nuruddin
23	Puji Astutik	23	M. Rifki
24	Rahmat	24	M. Siswandi
25	Rohma Puspita	25	M. Sofi
26	Rohmatun Nisa'	26	M. Sulkhan
27	Siti Aisah	27	Nur Afni Sakhbania
28	Sobibatul Rizkiyah	28	Nur hayati
29	Sulastri	29	Nur Khoiriyah
30	Susanto	30	Puji Astutik
31	Suswanti	31	Rodiatuz Zauhda
32	Tinil Camelia	32	Rudiyanto
33	Titik Mardiyah	33	Silvia. N
34	Umi Fu'adah	34	Siti Aisyah
35	Watin Risdiyanti	35	Siti Julaikhah
36	Yeni Aprillia. S	36	Siti Zainab. Ch
37	Yunita Viana	37	Sulamil Irsydiyah
38	Zahrotun Nisak	38	Sugianto



# DEPARTEMEN PENDIDIKAN NASIONAL UNIVERSITAS JEMBER

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Nomor : 2274 /J25.1.5/PL5/2002  
Lampiran : Proposal  
Perihal : Ijin Penelitian

Jember, .....,2002

23 JULI 2002

Kepada : Yth. Sdr. Kepala.....  
.....MA Ma'arif Bangil.....  
di -  
.....Bangil.....

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

Nama : Moh. Alfusyehri.....  
Nim : 97-1148.....  
Jurusan/Program : PBS/ B. Ingris.....

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan Judul :

The Effectiveness of Humor in Reading Text as Teaching  
Material on Vocabulary Achievement of the First Year  
Students at MA Ma'arif Bangil in the 2002/ 2003 Academic  
Year.....

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya.

Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.



Drs. H.MISNO AL, M.Pd  
NIP. 130 937 191



LEMBAGA PENDIDIKAN MA'ARIF NU  
**MADRASAH ALIYAH MA'ARIF BANGIL**  
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SURAT KETERANGAN

Nomor : Ma.m/79-893/B.3-A.1/VIII/2002

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Ma'arif Bangil, menerangkan bahwa :

1. Nama : Moh. Alfusyahri
2. Tempat Tanggal Lahir : Pasuruan, 04 September 1977
3. NIM : 97-1148
4. Program Studi : Pendidikan Bahasa Inggris
5. Pekerjaan : Mahasiswa FKIP Unej

Yang tersebut diatas adalah benar-benar telah mengadakan penelitian di lembaga kami MA. Ma'arif Bangil untuk menyelesaikan tugas penyusunan SKRIPSI yang berjudul : "*The Effectiveness of Humor in Reading Text as Teaching Material on Vocabulary Achievement of the First year Student at MA. Maarif Bangil in the 2002/2003 academic year .*"

Demikian surat keterangan ini dibuat agar dipergunakan sebagaimana mestinya.

Bangil, 22 Agustus 2002

Kepala MA. Ma'arif Bangil



M. MUNIB HABIB



**DEPARTEMEN PENDIDIKAN NASIONAL  
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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N a m a : Moh. Alfusyahri  
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 Jurusan/Program Studi : PHS/..B...Inggris  
 Judul Skripsi : THE EFFECTIVENESS OF HUMOR IN READING TEXT AS  
 TEACHING MATERIAL ON VOCABULARY ACHIEVEMENT OF THE  
 FIRST YEAR STUDENTS AT MA MA ARIF BANGEL IN THE  
 2002/..2003  
 Pembimbing I : Dra. Made Adi AT, MEd  
 Pembimbing II : Drs. I Butu Sukmantera

**KEGIATAN KONSULTASI**

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	20/6 2002	Title	Pont
2.	27/6 2002	Matrix	Pont
3.	13/7 2002	CH. I, II, III + Instruments	Pont
4.	29/8 2002	CH. I, II, III + Instruments	Pont
5.	23/9 2002	CH. IV, V + Appendices	Pont
6.	28/9 2002	CH. IV, V + Appendices	Pont
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi  
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

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UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**



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 TEACHING MATERIAL ON VOCABULARY ACHIEVEMENT OF THE  
 FIRST YEAR STUDENTS AT MA MA,ARIF BANGIL IN THE  
 2002/ 2003 ACADEMIC YEAR  
 Pembimbing I : Dra. Made Adi AT, MED  
 Pembimbing II : Drs. I Putu Sukmaantara, MED

**KEGIATAN KONSULTASI**

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	6/5 2002	Title	Ju
2.	15/5 2002	Matrix	Ju
3.	24/5 2002	CH - I	Ju
4.	2/6 2002	CH - I	Ju
5.	10/6 2002	CH - II	Ju
6.	18/6 2002	CH - II	Ju
7.	25/6 2002	CH - III	Ju
8.	1/7 2002	CH - III + Instruments	Ju
9.	23/7 2002	CH - I, II, III + Instruments	Ju
10.	29/8 2002	CH - IV, V + Appendices	Ju
11.	12/9 2002	CH - IV, V + Appendices	Ju
12.			
13.			
14.			
15.			

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