

**ANECDOTE TEXTS AS INSTRUCTIONAL MATERIAL TO TEACH  
READING AT THE SECOND YEAR OF MAN KARANGGEDE  
BOYOLALI IN 2008/2009 ACADEMIC YEAR**



**RESEARCH PAPER**

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by

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

To Indonesian students, the objective of learning English is getting the knowledge of English which consists of mastering the skills of reading, speaking, listening, and writing. In learning process, reading is one of the most important activities. Through reading, students are able to broaden their knowledge. They can digest the content of the books from any subject because, in fact, the textbooks for most sciences and technologies are written in foreign language, especially English. So whenever the students lack of English knowledge, they will often encounter difficulties when they have to read the compulsory books written in English. In short, the success in reading is the key in learning.

Unfortunately not all students have motivation of reading textbooks. For the beginning, it is teacher's responsibility to motivate students to develop the habit of reading books. In teaching English as a foreign language, the teachers hardly need efforts to motivate the students better in learning process. Humor in the classroom is one of the effective ways to add skill and talent in the second language learning process. Maurice (1988) as quoted by Vadillo (2004:12) states that humor is an effective way to motivate students and to increase the students' attention. Besides, Attardo (1994:211) also states "the

use of humor in the classroom has been shown to increase ease of learning and to be good pedagogical resources overall".

One main reason for using humor in the classroom is to improve student's learning. The creative development and expression of humor in the classroom deals with "how" to teach, not "what" to teach. The use of humor should be a teaching tool that, if effective, will increase the amount of what is taught that is actually learned by students.

The implementation of humor in education field can be seen in many elements of teaching. They are teacher's personal attributes and characteristics, the way of teaching, the teaching environment and the material of teaching itself. The teacher's personal attributes and characteristic significantly influence the learning process. Cruickshank, *et al.* (1999:309) state that:

Over the past twenty years, educational research has identified a number of teachers' behaviors and attribute associated with greater learning. This behavior also seems to link to other desirable outcomes for students such as increased satisfaction and better attitudes toward school, better self-concept, and higher graduation rates.

Most teaching materials that we usually find are not humorous. The effective teacher should be careful in observing the situation happening in the class. The students sometimes need an exciting adventure in education. Humor can help students retain subject matter, especially if the humor reinforces the class material. Most students are more likely to remember material if it is presented with humor.

In teaching reading as a foreign language, humorous text is the effective instructional material that makes the students read more and comprehend better. The writer classifies this humorous text into anecdote text. Therefore, the writer wants to conduct a research with the title “Anecdote Texts as Instructional Material for Teaching Reading at the Second Year in MAN Karanggede”.

## **B. Problem Statement**

Based on the background of the study, the statement of the research problems can be formulated as follows:

1. How is the implementation of teaching reading using anecdote texts to the students of grade XI MAN Karanggede?
2. How is the student’s ability in reading using anecdote texts at the grade XI MAN Karanggede?
3. What are the problems faced by the teacher in teaching reading using anecdote texts at the grade XI MAN Karanggede?

## **C. Limitation of the Study**

This study is limited to the students of grade XI MAN Karanggede in 2008-2009 academic year.

#### **D. Objective of the Study**

The objective of this study can be stated as follows:

1. To describe the implementation of teaching reading using anecdote texts to the students of grade XI MAN Karanggede.
2. To describe student's ability in reading using anecdote texts at the grade XI MAN Karanggede.
3. To find out the problems faced by the teacher in teaching reading using anecdote texts at the grade XI MAN Karanggede.

#### **E. Benefit of the Study**

1. Theoretically

Hopefully, this research gives contribution to the improvement of the teaching reading qualities, and it can be used as the reference for those who want to conduct a research in English teaching-learning process.

2. Practically

This research will give some information and knowledge to the readers about the implementation of teaching reading using anecdote texts especially for the English teacher.

## **F. Research Paper Organization**

The writer divides this research into five chapters. Chapter I is introduction which contains background of the study, problem statement, limitation of the study, objective of the study, benefit of the study and research paper organization.

Chapter II is a review of related literature that consists of previous study, the notion of anecdote, notion instructional material and the nature of teaching reading.

Chapter III is research method containing type of research, object of the study, subject of the study, method of collecting data and technique for analyzing data.

Chapter IV is research result and discussion.

Chapter V is conclusion and suggestion.