Chapter I
Introduction

1.1 Research Background

Reading comprehension is the ultimate goal of reading, although it remains an understudied subject when it is compared to word-level processes (Barquero & Cutting, 2021a). One can define reading comprehension as the ability to draw and construct meaning from the text (Gonçalves et al., 2021), through an interactive process whereupon the reader extracts explicit information or infers implicit information through textual cues or the activation of background knowledge (Day & Park, 2005). Adequate reading comprehension is essential for academic achievement, social and cultural participation, and successful functioning in contemporary societies (Cavalli et al., 2019; Hjetland et al., 2020).

Despite its central importance in adults' everyday life, most reading comprehension studies focus on children (Earle & Del Tufo, 2021). However, children and adults might differ significantly in the way they achieve reading comprehension. Adults have been exposed to a larger quantity of textual material, because of their extended life experience. Adults also have a greater understanding of the different domains, such as vocabulary, morphological and syntactic knowledge, and logical reasoning, that support comprehension (Thompkins & Binder, 2003). On the other hand, children allocate most of their cognitive resources to decoding, since they are still learning the rules of grapheme-phoneme conversion, leaving fewer resources

1

available for meaning extraction. The allocation of cognitive resources to comprehend seems therefore to be different in these age groups.

Greenberg et al., (2002:3) compared adult literacy students to school-aged children, matched for reading level. When analyzing the groups' performance on word and non-word reading, spelling, and rhyme word detection tasks, the authors found that children relied mostly on phonological skills, whereas adults were more likely to call upon orthographic knowledge and visual memory strategies. Thus, when confronted with a word that could not be immediately read, children would try to read it through grapheme-phoneme conversion, while adults would typically try to guess the word by comparing it to other words stored in their lexicon. The use of distinct strategies by adults and children might reflect the different cognitive processes that children and adults rely on when reading. Models of reading comprehension should therefore take these differences into account since models developed for children might not be appropriate for adults.

Humor is an important aspect of human life and has been studied extensively in psychology, sociology, and other fields. It is an essential tool for coping with stress and negative emotions, and can help to improve overall well-being. Humor can be used as a way to connect with others, build social bonds, and create a sense of belonging. It can also be used to communicate complex ideas and diffuse difficult situations.

Humor is also a powerful tool for learning and memory. Research has shown that incorporating humor into education can help to increase engagement and motivation, as well as improve the retention of information. Studies have also demonstrated that humor can stimulate creativity and critical thinking, leading to a deeper understanding of the material. This is particularly true in subjects such as science, math, and history, where humor can make the content more relatable and accessible to students (Yeo et al., 2020).

However, it is important to note that humor can also be used to spread misinformation and hate speech. Social media has been used to amplify hate speech and misinformation, often through comedic content. This can lead to harm and marginalization of certain groups, and can also erode trust in news sources and public institutions. It is important for people to be aware of this aspect of social media, and to critically evaluate the content that they consume and share. Social media also plays a large role in the global distribution of humor, so it's a great medium to find your audience and get engaged (Zhang & Lu, 2022). It helps in sharing the content more easily and quickly which ultimately can make humor more accessible to the people. In this way, social media can be a great way to spread joy and laughter across the globe.

Twitter, in particular, has become a hub for comedy content, and as a result, many people have taken to following accounts that specialize in making them laugh. These accounts can provide a much-needed respite from the pressures of daily life, making them a popular choice among users. Moreover, following these accounts can also be a

3

great way to discover and connect with others who share similar comedic tastes. Twitter provides a platform where people can come together, engage and bond over shared interests, and find a sense of community. This can be especially beneficial for people who may be feeling isolated, as it provides an opportunity to connect with others who share similar senses of humor. It also creates a safe space for people to express and enjoy comedy, ultimately promoting a healthy psychological well-being.

Moreover, following a humor account can also be beneficial for cognitive development. Humor can stimulate the brain and promote creativity, critical thinking, and problem-solving skills (Gensollen & Jiménez-rolland, 2021). This can translate to better performance in school, work, and other areas of life. Additionally, it can also help to improve memory as humor can make the information more relatable and memorable. Following a humor account on twitter can be an easy way to incorporate humor into daily life and reap its benefits.

Reading on Twitter has become increasingly popular in recent years, but it also poses some problems. One reason why people prefer to read on Twitter is that it allows for quick and easy access to a wide range of information. Twitter's short form and scrolling format make it easy to consume a large amount of content in a short amount of time. This can be appealing for individuals who want to stay informed on current events, or who want to access multiple perspectives on a single topic.

However, the brevity of tweets can also be a problem 140 characters or 280 characters might not be enough to convey a nuanced or detailed message. The short format of tweets can make it difficult for people to fully grasp the complexity of an issue or to get a full understanding of an argument. The abundance of information on Twitter can make it difficult for individuals to evaluate the credibility of the sources they are reading. This can lead to the spread of misinformation and can make it hard to distinguish fact from fiction.

Tweet humor also has the ability to be current and reflect on current events and trends. This allows people to connect with the larger cultural conversation and can provide a sense of relatability and relevance to the comedic content. The ability to see the comedic take on current events and trends can provide a way to make sense of the world and find moments of levity amidst the stress and uncertainty of everyday life. People enjoy tweet humor because it is easily accessible, relatable, and allows them to connect with others through shared comedic interests. It's also a way to stay connected with the current trends and culture. Interest in reading can vary greatly from person to person. Some people may have a strong interest in reading and actively seek out new books, articles, and other forms of written content, while others may have little to no interest in reading.

In the English as a second language learning context, little attention has been given to the role of reading motivation in reading comprehension. Reading motivation has been described as an individual's subjective reasons for reading (Conradi et al.,

5

2014a; Schiefele et al., 2012a). While, reading comprehension is the ultimate goal of reading, although it remains an understudied subject when compared to word-level processes (Barquero & Cutting, 2021b). One can define reading comprehension as the ability to draw and construct meaning from the text (RAND & Group, 2002a) through an interactive process whereupon the reader extracts explicit information or infers implicit information through textual cues or the activation of background knowledge (Day and Park, 2005). Adequate reading comprehension is essential for academic achievement, social and cultural participation, and successful functioning in contemporary societies (Hjetland et al., 2020).

Reading comprehension humor on Twitter can be a unique and entertaining experience. With the fast-paced and concise nature of the platform, users often have to use humor and wit to grab the attention of their followers. A well-placed joke or pun in a tweet can quickly spread and gain popularity, earning hundreds or even thousands of likes and retweets. The use of humor in reading comprehension on Twitter not only makes the platform more enjoyable for users but also adds an extra layer of challenge as the jokes often require quick thinking and a sharp mind to fully understand.

In conclusion, this study aims to examine the influence of reading motivation, reading amount, and reading strategy on reading comprehension of humor on social media Twitter. By exploring the relationship between these variables, the study aims to provide insights into how individuals comprehend humor in tweets and how this comprehension can be improved. The results of this study will have important

6

implications for both educators and social media users, as they can inform the development of strategies to promote reading motivation, increase reading amount, and improve the use of effective reading strategies, ultimately leading to improved reading comprehension of humor on social media Twitter.

1.2   Identification of the Problems

The problem being researched in this study is the reasons why people follow @cursedkidd Twitter accounts for humor and the relationship between following these accounts and having an interest in reading humor on Twitter. This research aims to understand the motivations and factors that drive individuals to seek out and consume humor on the social media platform and how this behavior may be related to their overall interest in reading and engaging with humorous content.

1.3   Limitation of the Problems

The limitation in research about the Reading Motivation, Reading Strategy, and Reading Amount in Comprehension Humor Content on Twitter account and may not be generalizable to other social media platforms or offline contexts. Another limitation is that the data collected from humor twitter account may not accurately capture the humor content that followers seek from the account, as tweets may be limited in length and context. This research may be limited to adults (18 years old and above) who have a certain level of education, such as high school or higher education. The findings may

not be generalizable to children or adolescents, as their reading motivation, strategy, and amount may be different. Additionally, the study may be biased towards a particular gender, as males and females may have different preferences and behaviors when seeking out humor content on Twitter. Furthermore, only focusing on humor twitter account may not capture the behavior of non-followers who also seek out humor content on Twitter.

1.4 Research question

Based on the identification of the problem above, the questions in this study are as follows:

1. How is the influence of Reading Motivation towards Reading Comprehension on Humor twitter account?

2. How is the influence of Reading Strategy towards Reading Comprehension on Humor twitter account?

3. How is the influence of Reading Amount of tweets towards Reading Comprehension on Humor twitter account?

1.5 Objectives of Study

Based on the research questions above, the objectives to be achieved in this study are as follows:

1. To find out any influence of Reading Motivation towards Reading Comprehension on Humor twitter account.

2. To find out any influence of Reading Strategy towards Reading Comprehension on Humor twitter account.

3. To find out any influence of Reading Amount of tweets towards Reading Comprehension on Humor twitter account.

1.6   Previous Studies

1. Wang et al., (2020) *Reading Amount and Reading Strategy as Mediators of the Effects of Intrinsic and Extrinsic Reading Motivation on Reading Achievement*.

This study was conducted to examine the roles of reading amount and reading strategy as mediators of the effects of intrinsic and extrinsic reading motivation on reading achievement. A sample of 522 7th–9th graders from two public schools in Eastern China participated in the study and completed the questionnaires. The confirmatory factor analyses showed that Curiosity, Involvement, and Challenge as dimensions of intrinsic reading motivation and Recognition, Grades, and Competition as dimensions of extrinsic reading motivation represented reading motivation well in this Chinese sample population. Structural equation modeling analyses showed that intrinsic reading motivation had a positive direct effect on reading achievement, whereas extrinsic reading motivation exerted a negative direct effect on reading achievement. Both intrinsic and extrinsic reading motivation positively predicted

reading strategy; however, only intrinsic reading motivation was positively correlated with reading amount. Neither reading amount nor reading strategy mediated the effects of intrinsic and extrinsic reading motivation on reading achievement. The implications of these findings for literacy research and instruction are discussed.

2. Gonçalves F, Reis A, Inácio F, Morais IS and Faísca L (2021) *Reading Comprehension Predictors in European Portuguese Adults*.

Research on the predictors of reading comprehension has been largely focused on school-aged children and mainly in opaque orthographies, hindering the generalization of the results to adult populations and more transparent orthographies. In the present study, we aim to test two versions of the Simple View of Reading (SVR): the original model and an extended version, including reading fluency and vocabulary. Additional mediation models were analyzed to verify if other reading comprehension predictors (rapid automatized naming, phonological decoding, phonological awareness, morphological awareness, and working memory) have direct effects or if they are mediated through word reading and reading fluency. A sample of 67 typical adult Portuguese readers participated in this study. The SVR model accounted for 27% of the variance in reading comprehension, with oral language comprehension displaying a larger contribution than word reading. In the extended SVR model, reading fluency and vocabulary provided an additional and significant contribution of 7% to the explained variance. Moreover, vocabulary influenced reading comprehension directly and indirectly, via oral language comprehension. In the final mediation model, the total mediation hypothesis was rejected, and only morphological awareness showed

a direct effect on reading comprehension. These results provide preliminary evidence that the SVR (with the possible addition of vocabulary) might be a reliable model to explain reading comprehension in adult typical readers in a semitransparent orthography. Furthermore, oral language comprehension and vocabulary were the best predictors in the study, suggesting that remediation programs addressing reading comprehension in adults should promote these abilities.

3. Friesen DC, Schmidt K, Atwal T and Celebre A (2022*) Reading comprehension and strategy use: Comparing bilingual children to their monolingual peers and to bilingual adults*

The current study investigated the predictive ability of language knowledge and reported strategy use on reading comprehension performance in English-speaking monolingual and bilingual students. One hundred fifty-five children in grade 4 through 6 (93 bilinguals and 62 monolinguals) were assessed on receptive vocabulary, word reading fluency, reading comprehension, and reading strategy use in English. An additional 38 adult bilinguals (i.e., English Language Learners) were assessed on the same measures. Although, the bilingual adult group and bilingual children had significantly lower English vocabulary knowledge relative to the monolingual children, the bilingual adults exhibited reading comprehension performance that was on par with the monolingual children; both groups outperformed the bilingual children. This discrepancy was accounted for by reported strategy use, wherein bilingual adults reported more inferencing, more connecting between sections of text and more reference to the text structure than the children. Reported strategy use also accounted

11

for unique variance in reading comprehension performance above and beyond the contributions of English vocabulary knowledge and word reading fluency. Findings highlight the strategies that successful readers report and emphasize the value of promoting effective strategy selection in addition to language instruction in the development of reading comprehension skill.

1.7 Significances of the study

Benefits of Research This research is expected to provide benefits and advantages, including:

1.7.1 Theoretical Benefits

In general, this research is expected to be an input on English Literature and in researching motivation humor reading comprehension on twitter.

1.7.2 Practical Benefits

This research is expected to be used as an input or recommendation for further research reference to see the impact and motivation of humor reading comprehensions on twitter.