Chapter II

Reading Motivation, Reading Strategy, Reading Amount and Reading Comprehension Humor

2.1   Reading

The ability to read is a crucial language skill that should not be overlooked by students. Good reading skills are not only essential for learning language, but also for studying other subjects and sciences. Reading is generally defined as a process that allows the reader to connect and communicate with ideas presented by the writer. In essence, reading is a short dialogue between the writer and the reader. Thus, it is important for students to develop their reading abilities in order to effectively learn. Reading is a skill that must be learned, yet the process of learning to read can become pleasurable and easy for some students or displeasing and complicated for others. Reading is an activity that apply some of abilities to process reading text in order to understand the content of reading (Rintaningrum, 2019). Reading become important bridge to the students who wants to have integrating interactive ability (Springer et al., 2017).

There are the following types of reading according to (Patel & Jain, 2008:117-123):

a. Intensive reading

Intensive reading is an activity that is carried out carefully and thoroughly on the text that is read. Reading will provide a basis for explaining structural difficulties and for expanding vocabulary and idiom knowledge. This will also provide material for developing greater language control in speech and writing. Intensive reading is reading a text or reading a part. In reading this student read the text to get knowledge or analysis. The purpose of this reading is to read shorter texts. This reading is done to get specific information. Students read books to gain knowledge.

b. Extensive Reading

Extensive reading is a technique used to get a general understanding of a subject and includes reading longer discourse texts for pleasure. Readers are curious about something. Readers do not care about specific or important information after reading. Usually, people read so that they keep updating.

c. Aloud Reading

Aloud reading is basic form of classroom disciplines and organization. In reading aloud, the students are confronted with written sentences that haven never been spoken

14

before. The purpose of reading aloud is an ability or achievement of better speaking and pronunciation of students.

   d. Silent Reading

Silent reading is a silent reading technique which is a very important skill in teaching English. This reading is usually used to increase reading skills among students. Silent reading is done to get a lot of information. The teacher must make them read calmly and when they can read without difficulty. This is a kind of habit where students can read without sound that can interfere with reading.

   Brown, (2007:185) states that in English language there are three kinds of reading technique, they are:

   a. Survey

      Reading In survey reading, a reading survey some information's that they want to get. Thus, before that reading process a reader must be set what kind of information the reader needs.

   b. Scanning

      In scanning reading, the reader quickly to answer a specific question quickly. When scanning the reader only try to locate specific information and they do not follow the linearity of the passage to do.

c. Skimming

Skimming is a kind of reading that makes our eyes moves quickly it used to quickly identify the main ideas of a text, to look at section heading, summaries and opening paragraphs.

Reading interest can be enriched and developed from reading skill. There are four factors influencing reading interest; personal, influence, supporting and obstacle factors (Schoenbach et al., 1999:10). The following are the definition of factors influencing the reading habit.

a. Personal Factor

Personal factor include sex, age, intelligence, reading ability, attitude and psychological need. Those means that personal factor based on inside of student himself. In this situation, students should be motivated their self to be interested in reading activity (Hoover & Gough, 1990:131).

b. Influence Factor

Parent is the biggest factor influencing their children to have a good habit of reading. As home is the place where children spent most of their time, parents can be indicated as the main role model who can develop and motivate their children to have a reading habit. They can help their children in developing the reading habit by giving them a storytelling as their lullaby. Thus, motivation is important for students to make

16

them feel more interested in reading and their parent has big deal to make them feel it. So, parent's attention is necessary for student's psychological need.

c. Supporting Factor

Supporting factor include the facilities that students need. It includes good library, media mass and educational books which are helpful for student to develop the reading interest. So, supporting factor is essential item for students (Hoover & Gough, 1990:132).

d. Obstacle Factor

Entertainment is one of the obstacles faced by students. That statement means that entertainment can make student lazy to study. Entertainments become a serious problem for them if they cannot manage their time well. Knowing all of those factors is very necessary for students, teacher and parent. By knowing those factors, student can avoid activity that is able to disturb their study. Moreover, students can develop their reading skill while getting more knowledge

2.1.2 Reading Comprehension

Rawson & Kintsch, (2005:209) assert that text comprehension is a complex process. This process entails the involvement of many different components, many different kinds of information, and complex mental representations. Many cognitive skills and processes are needed for text comprehension. Comprehension skills and

17

processes have two components: higher and lower-level language skills. Higher level language skills include inference and integration, comprehension monitoring, and knowledge about text structure. The most important aim of this skills is to help readers to construct an integrated and coherent model of a text's meaning.

Comprehension is a special kind of the thinking process. To understand reading activity needs comprehension. That is why we call it as reading comprehension. Cathrine snow stated, reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involver with written language (Snow, 2002). However, the reader comprehends the ideas from the text with the intellect by analyzing and organizing ideas to get accurate ideas or information. Reading comprehension requires readers to interpret the mental image from the given text through the interaction between both conceptual knowledge (e.g., vocabulary knowledge, metalinguistic knowledge) and procedural knowledge (e.g., reading strategy) and reading the text (RAND & Group, 2002).

2.1.2.1 The Importance of Reading Comprehension

There are some reasons why reading is important to get students to read especially reading English texts. Harmer states that there are some reasons why reading becomes so important (Harmer, 2007) :

a. Reading gives many exposures to students' language acquisition

They will unconsciously learn a new word, grammar and extract meaning of the word in contexts. When they read, they get many kinds of language exposures from many different kinds of texts, they repeat the exposures and easily memorize them.

b. Reading texts provide a good model for English

A good model of text is important to be given in teaching English. Hence, it helps students recognize the pattern of phrase, clauses, and sentences within the text. Before reading, good readers tend to set goals for their reading. They note the structure, or organization of the text, and often create a mental overview or outline of the text to help them decide whether it is relevant to their goals. Reading fluency is a very important part of reading comprehension as readers who spend their time decoding words tend to lose the understanding of what is being read. A major goal of reading comprehension instruction, therefore, is to help students develop the knowledge, skills, and experiences they must have if they are to become competent and enthusiastic readers.

2.1.3 Reading Comprehension Humor

The literature on linguistic humor identifies several categories and subcategories of humor strategies. For example, Pepicello & Weisberg, (1983:2) developed a classification system for linguistic humor based on "block elements." These elements are designed to impede the perception of ambiguity in a humorous item and create

internal contradictions. The block elements can be based on phonological, morphological, or syntactic features of language.

Some of the linguistic strategies involve grammatical ambiguity, where words or phrases have multiple underlying semantic structures, but are identical in surface form due to processes at the phonological, morphological, or syntactic levels of grammar. Other strategies involve creating minimal pairs or metathesis, exploiting irregular morphology, or using transformational ambiguity in phrase structure.

The creation of block elements is not limited to linguistic humor, but is also a common feature of riddles and other forms of wordplay. In riddles, for example, an ambiguous word or element can be interpreted in multiple ways, depending on the frame of reference forced upon it. Understanding the various linguistic strategies used in humor can enhance our ability to appreciate and create humorous content, as well as to analyze and interpret humor in a linguistic context.

Pepicello & Weisberg, (1983:66-67) delineated ten linguistic elements that contribute to linguistic humor, which were classified according to their phonological, morphological, or syntactic features. These elements are:

I. Phonological items:

1. Lexical items: Using words with multiple meanings or homophones.

2. Minimal pairs: Using words that sound similar but have different meanings.

20

3. Metathesis: Reversing the order of sounds in words to create a new word or phrase.

4. Stress/juncture: Altering the stress or emphasis of a word or phrase to change its meaning.

II. Morphological items:

1. Irregular morphology: Using irregular forms of words, such as "oxen" instead of "ox."

2. Morphological analysis: Playing with the morphemes of words, such as using "un-" to create words with opposite meanings.

3. Exploitation of bound morphemes: Using suffixes or prefixes to create new words or change the meaning of existing words.

4. Pseudo morphology: Using non-standard or made-up words for humorous effect.

III. Syntactic items:

1. Phrase structure: Playing with the structure of phrases or sentences to create humorous effects, such as using chiasmus ("Ask not what your country can do for you; ask what you can do for your country").

21

2. Transformational ambiguity: Using sentences that can be interpreted in multiple ways depending on how the words are parsed or interpreted. For example, "I saw her duck" could mean "I saw her pet duck" or "I saw her quickly move out of the way of a flying duck."

2.1.4 Reading Motivation

Reading motivation is defined as a certain kind of feeling which makes readers to be close to or refrain from a reading context (Head et al., 1989). Guthrie et al., (2000) viewed reading motivation as people's own purposes, values and thoughts in relation to the themes, procedures, and outputs of reading. Reading motivation denotes the enduring readiness of a person to initiate reading activities and involves several dimensions (Schiefele et al., 2012:2). Reading motivation is defined in terms of an individual's subjective reasons for reading (cf. Schiefele et al., 2012; see also recent reviews on conceptual issues pertaining to reading motivation by Conradi et al., (2014 and Unrau & Quirk, (2014). These reasons or incentives are typically categorized as intrinsic or extrinsic reading motivation (N. Unrau & Schlackman, 2006; Wigfield & Guthrie, 1997).

According to Schiefele et al., (2012:8), the most important distinction is the one that exists between intrinsic and extrinsic reading motivation. Intrinsic reading motivation is defined as the willingness to read because the activity is satisfying in itself for an individual. In contrast, extrinsic reading motivation refers to when reading

22

is motivated by its expected consequences, either to obtain positive outcomes or to avoid negative ones (Schiefele et al., 2012).

2.1.4.1 Intrinsic Motivation

Intrinsically motivated readers read for enjoyment and because they find the process of reading rewarding in itself. Intrinsic motivation refers to being motivated and curious to do an activity for its own sake. Intrinsic motivation has some parallels with the interest value construct defined by (Schiefele et al., 2012:3). One aspect of intrinsic motivation is becoming totally involved in the activity one is doing.

Aspects tied to intrinsic motivation and learning gods include reading curiosity, the desire talk learn about a particular topic of interest to the child, and reading involvement, or the enjoyment of experiencing different lands of literary or informational texts. Intrinsic motivation (a composite of curiosity, involvement, and efficacy)

The core dimensions of intrinsic reading motivation are curiosity (to learn more about topics of one's interest), involvement (to get lost in a story or experience imaginative actions), and challenge (preference for difficult) (Guthrie et al., 2000).

23

2.1.4.2 Extrinsic Motivation

Intrinsic motivation refers to an emphasis on curiosity and interest in the activity one is doing and a mastery orientation toward tasks, see (Gottfried, 1990). In contrast, extrinsically motivated readers read in order to attain some goal that lies beyond the process of reading (e.g., receiving good grades in school). Extrinsic reading motivation refers to reasons for reading that are external to both the activity of reading and the topic of the text. Extrinsically motivated reading is energized by its expected consequences (Wigfield & Guthrie, 1997). Extrinsically motivated readers either aspire to get positive outcomes or attempt to avoid negative ones.

Extrinsic reading motivation includes the dimensions of grades (to improve one's grades in school, particularly in reading), competition (to reach higher levels of school achievement than other students, particularly in reading), and recognition (to get praise for good reading performance).

2.1.5   Reading Strategy

A reading strategy is a set of effort-consuming, potentially conscious and controllable mental or behavioral activities that can help students achieve cognitive purpose during reading (Flavell et al., 1970:906). Reading strategy is another important mediator assumed to mediate motivational effects on reading comprehension. Afflerbach et al., (2008:15) described reading strategies as deliberate, goal-directed

24

attempts to control and modify the reader's efforts to decode text, understand words, and constructs meanings of text.

Reading strategy is also considered an important factor affecting text comprehension and reading achievement (Artelt et al., 2001; Baker, 1984). One significant characteristic of good readers is the knowledge and ability to choose and apply a repertoire of cognitive and metacognitive strategies during reading. Strategies used during the reading process, such as rehearsing, organizing, and elaborating meaning, are correlated with a mastery goal orientation, which reflects a commitment to understanding texts as deeply as possible. Hence, those who adopt performance goals tend to show helpless responses characterized by low ability attributions to explain failure, use of ineffective strategies, and decreases in task involvement when faced with failure (Nicholls et al., 1989).

2.1.6   Reading Amount

Reading amount refers to the amount of text that is read and processed by an individual. Different approaches and strategies are used to understand written text. One such approach is the bottom-up approach, which focuses on the individual elements of language, such as letters and words. This method emphasizes the importance of decoding skills, such as phonics and word recognition, in understanding written text. Another approach is the top-down approach, which emphasizes the role of prior knowledge and context in understanding text. This method suggests that readers use

25

their background knowledge and experiences to make predictions about what a text will be about, and then use this information to aid in comprehension.

Other approaches include the interactive approach, which suggests that both bottom-up and top-down processes are used in reading, and the constructivist approach, which emphasizes the active role of the reader in constructing meaning from text. Overall, the reading amount suggests that there are different strategies and approaches used by readers to understand written text, and that these strategies are influenced by factors such as background knowledge and context.

The most important potential mediator discussed in previous research is reading amount— more precisely, the amount and frequency of reading for various purposes (Becker et al., 2010; Guthrie et al., 1999; Schiefele et al., 2012a). As Guthrie et al. (1999) argued, "one of the major contributions of motivation to text comprehension is that motivation increases reading amount, which then increases text comprehension", this argument is based on evidence that reading motivation predicts reading amount (Guthrie et al., 1999).

Empirical evidence supports the assumption that both intrinsic and extrinsic reading motivation are related to reading amount, and that reading amount in turn contributes to reading competence (Schiefele et al., 2012:2). Several mechanisms may be responsible for this mediation (Guthrie et al., 1999). First, through frequent practice, basic reading processes (e.g., word decoding) become automatized, therefore freeing

26

cognitive capacities required to process reading material on a deeper level (Perfetti, 1985). Second, reading amount is likely to increase cognitive strategies such as finding the main idea or drawing conclusions (Guthrie et al., 1999; Wigfield et al., 2008). Third, a frequent reader will gain topic knowledge which facilitates text comprehension (McNamara et al., 1996; Tardieu et al., 1992).

2.2 Twitter

In the era of increasing technological sophistication, many technology-based companies can develop applications that meet people's communication needs. The emergence of Web 2.0 has played an important role in enabling two-way interaction between Internet users. Social media platforms such as Twitter make it easier for people to connect and communicate.

Twitter was created by Jack Dorsey, Noah Glass, Biz Stone, and Evan Williams in March 2006 and launched in July of that year. Twitter, Inc. is based in San Francisco, California and has more than 25 offices around the world. By 2012, more than 100 million users tweeted 340 million tweets a day, and the service handled an average of 1.6 billion search queries per day. In 2013, it was one of the ten most-visited websites and has been described as "the SMS of the Internet". By the start of 2019, Twitter had more than 330 million monthly active users. In practice, the vast majority of tweets are tweeted by a minority of users. In 2020, it was estimated that approximately 48 million accounts (15% of all accounts) were fake.

Twitter is the most popular micro blogging application, with almost one million users, called twitterers, who can send and receive messages via the web, SMS, instant message clients, and by third party applications. Social media, and particularly Twitter, has fundamentally different functionalities than television by greatly increasing the number of people who can contribute to discourse. Tweet is all of posts that people posted in Twitter. When someone make a tweet, people can write a comment or share the tweet which called re-tweet. The information that posted in Twitter is also easy to read without spending time too much because the Twitter has limited number of 280 characters. There are several features in one tweet, they are:

1. Reply

A reply is used when the user wants to give a comment or respond someone's tweet. With this feature, the user can also reply to his/her own tweet to make it a series of tweets called a thread. In a thread, the users can combine their tweets by inserting other users" tweets with or without comment on it.

2. Retweet

Retweet is a similar with share feature in Facebook. There are two kinds of retweets on Twitter: retweet and quote retweet. The first one is the old-fashioned retweet which is used just to indicate one user agrees and wants to share it. The second one is used to retweet with the comment on that.

3. Like

A love symbol feature called Like is used when the user agrees with others‟ tweet.

2.3 Humor

Humor is something funny that can cause amusement or laughter (Rahmanadji, 2007). Berk & Nanda, (1998:22) defines humor as the kindly contemplation of the incongruities of life and the artistic expression thereof. Hartanti (2008:2) The presentation of humor can be done in the form of pictures such as caricatures, cartoons, or comics; in the form of drama such as lurk or comedy; in the form of text or in the form of conversation.

According to Chiasson, (2002:2) humor is as human as authentic the need to communicate. Making people laugh can't only be done with words; it can also be done with deeds or through an image. The presentation of humor can be done in the form of pictures such as caricatures, cartoons, or comics; in the form of drama such as lurk or comedy; in the form of text or in the form of conversation (Hartanti, 2008).

Since one of the main carriers of verbal humor is semantic incongruity, it can provide an important insight into bilinguals' semantic access. Incongruity theories (Attardc & Raskin, 1991; Raskin, 1984; Suls, 1983) present humor processing as a two-stage task. The first stage consists of forming a prediction of the likely outcome of the

29

setup. When that prediction is violated by the punch line, the second stage consists of understanding why the new, unpredicted meaning fits. Incongruity is not sufficient for a text to be funny (Giora, 1991). The second meaning needs to be much less accessible, or almost inaccessible, so that the listener will not project it as a possible continuation of the setup.

Many studies report gender and age differences in humor, while only a few studies focused on other relevant variables, such as education and political and religious attitudes. Regarding gender differences in humor, men were found to appreciate humor with sexual contents more than women did (Lampert & Ervin-Tripp, 2006). Regarding age differences in humor, studies tended to focus on changes and correlations between age and behaviorally assessed humor appreciation, comprehension, and creation (using joke and cartoon tests), and less on how people describe their typical everyday humorous activities (Martin & Ford, 2018). In general terms, it has been observed that humor production decreases, perceived funniness increases, and humor comprehension does not change with age (Greengross, 2013).
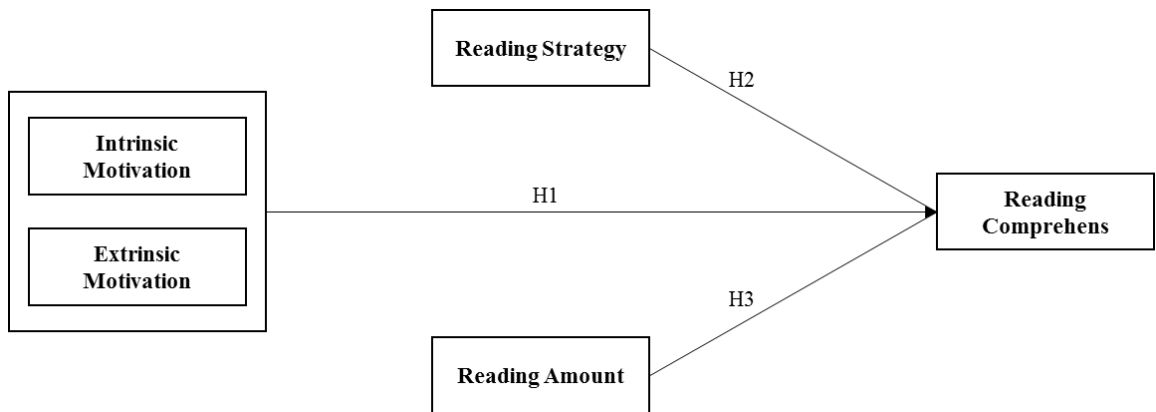
2.4   Theorical Framework

The use of social media platforms, such as Twitter, has become increasingly popular as a source of comedic content (Ariastuti & Putri, 2019). Twitter has played a significant role in the way people consume and engage with humorous content. The

study found that Twitter users are more likely to engage with and share comedic content, compared to other types of content.

The research also found that Twitter has led to the rise of "micro-humor" – short, bite-sized pieces of content that are easily consumable and shareable on the platform. This has led to an increase in the number of individuals and groups creating and sharing comedic content on Twitter. According to the study (Efendi, 2021), this has led to a greater diversity of comedic voices and styles being represented on the platform.

The study also highlighted the role of Twitter influencers (Bakshy et al., 2011:2-3). Such as @cursedkidd, in shaping the way users consume and engage with comedic content. These influencers have built large followings through their unique styles of humor and have the ability to drive engagement and interest in specific comedic content. This demonstrates the power of social media influencers in shaping the way we consume and engage with humorous content on platforms such as Twitter.

There is profound evidence that intrinsic reading motivation is one of the most important predictors of the development of reading achievement (Schiefele et al., 2016:3), meaning that intrinsically motivated students tend to be better readers.

Picture 2.1 Theorical Framework of Study

2.5   Hypotheses

To describe the analysis of this study, the researcher describes the hypothesis as follows :

H1:   Reading Motivation influence Reading Comprehending towards the Humor on @cursedkidd twitter account.

H2:   Reading Strategy influence Reading Comprehending towards the Humor on @cursedkidd twitter account.

H3:   Reading Amount influence Reading Comprehending towards the Humor on @cursedkidd twitter account.

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