

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the writer presents two parts, conclusion and suggestions. On the first part, conclusion, the writer concludes the main points she has discussed on the previous chapters. The second part, suggestions, consists of some suggestions based on the writer's experiences during the process to accomplish this study. These suggestions are mainly dedicated to the improvement of English teaching and for further research.

5.1 Conclusion

Joke or humor, based on its definition in chapter 1, is any stimulation, which evokes amusement and is experienced to be funny (Wilson, 1979: 2). The funniness of the jokes arises if the readers are able to get the punch line. The punch line of the jokes analyzed before are all located in the final part. This final part might be in the form of sentence, utterance, or phrase as long as they are not followed by any other words or sentence. If they are, the funniness might be missing or decreasing. The funniness might also be missing if the introductory part of the jokes, which leads to the punch line, is added with unnecessary information. This information causes the readers easily to predict the answer before they get into the punch line. Therefore, what Wilson (1979: 152) claims, "Humor tends to brevity" is covering all parts of jokes or humor. It intends to be brief to keep the funniness.

However, not every text entitled as jokes or humor may be perceived as funny for every person who reads it. Then, a text is said as joke or humor only for those who are able to experience it to be funny.

The triangulators in this study who are native speakers of English find that not all jokes at *Laughter, the Best Medicine*, gives amusement to all the readers. It can be said here that understanding jokes is difficult even for native speakers. To arrive at the punch line, the readers should have enough knowledge or experience that build up the joke. Some jokes are built up to be pointed to specific aspects, which need specific or detailed knowledge. The knowledge at the joke above is mostly universal, only small parts require specific one. The first joke is an obvious example, which requires detailed information.

The writer of this study has tried to find and explain the funniness of the jokes using the semantic phenomena, mainly ambiguity semantics, truth-condition, and false logic. She finds out that ambiguity semantics occurs the most often with the percentage of 47.06%. Violation of truth-conditional semantics has the percentage of 29.41% and the false logic has 23.52%. Ambiguity semantics occurs if two meanings exist in one context of joke. Violation of truth-conditional semantics happens if the funniness arises because something true is violated. The false logic occurs if illogicality is made to obtain funniness.

5.2 Suggestions

Understanding a joke is very challenging. It is true that it may be difficult to understand a joke, but once readers get through it, they will feel very delighted.

In line with section 1.5, the significance of the study, the writer would like to give some suggestions for the English teaching and further research.

For English teaching, the writer suggests that jokes or humors be used as ice-breakers in class. The humorous texts can be analyzed in the simplest way. For example by finding out the hidden meaning (ambiguity) or the illogical ideas in the text, which make the story become laughable. This technique, which can make the students burst into laughter, is certainly able to kill boredom during the lesson. Moreover, by understanding the jokes, both the teachers and the students can gain many advantages. They can add their understanding about the culture of the native speakers of English, the vocabulary, and also the knowledge about the native country, and the knowledge about the world. As a result, their ability in mastering the language is improving and the lively class can be achieved.

Meanwhile, the writer realizes that this study is not thoroughly complete yet. In some cases, jokes cannot merely be interpreted under the sentence meaning, but also based on the particular context. As Cook (1989: 157) defines about pragmatics as “the study of how the meaning of discourse is created in particular context for particular senders and receivers.” Therefore she proposes that further research can analyze some jokes using pragmatics.

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