

Acquisition of verbal humor for students of grade I elementary school and Islamic elementary school

by Tadkiroatun Musfiroh, Pangesti Wiedarti, Siti Maslakhah

ABSTRACT

Humor is something that is considered, funny, something ridiculous, and an impossible impossibility (Veatch, 1998). Humor is made by all people of various ages, including children in grade I elementary school (ES) and Islamic elementary school (IES). They make humor with certain characteristics. This study aims to: (1) find the form of verbal verbal humor of grade I ES and IES students, and (2) find the humor humor elements, and (3) the function of humor produced by the first grade ES and IES children. This research is a qualitative approach. The research subjects were ES and IES students in Yogyakarta. The data in the form of humor made by class I children is in class when the teaching and learning process takes place. The object of research is the forms of humor that are made by the subject and elements that form humor. Instrument in the form of humor criteria for the purpose of reading markings with tools such as recording devices and stationery. The data analysis is done by making objective notes, reflective notes, and library confirmation. Post-scene analysis is done by organizing and sorting humor data into patterns, namely humor patterns based on context, creating categories, namely humor categories based on similarity of elements, and basic unit descriptions so that themes are found and working hypotheses can be formulated as suggested by the data (Patton via Moleong, 1995). The analysis in this study includes three stages, namely open analysis (open coding), axial coding, and selective coding.

This research produced three findings. First, verbal verbal humor of children in grade I ES and IES is in the form of sounds, words, sentences, and dialogues. The words used include basic words, words of contact, words repeated, and mixed words. Sentences used as humor are question sentences, exclamation sentences, and news sentences. The dialog used is a single dialog and shared chat. Second, the location of the humorous humor of class I ES and IES in DIY lies in synchronization, unpredictability, meaning deviation, incompleteness of semantic features, excessive imitation, shock reversal, logical errors, and unexpected correction. Thirdly, the humor of ES and IES children has instrumental functions including conveying ideas, information, showing existence, regulatory functions including social correction, resistance, ridicule, judgment, heuristic functions which are asking questions. Fourth, the phatic function is the greeting of closeness, the interactional function of bringing the relationship closer, the desire to be funny (entertaining), and pleasing others.

This research product is in the form of journal articles, research reports, and posters.

Kata Kunci: *characteristics of humor, humorous form and function, elementary school and elementary islamic school children*