

TABLE OF CONTENTS

COVER PAGE	i
THE SKRIPSI AUTHENTICITY STATEMENT	ii
THE SKRIPSI ACADEMIC SUPERVISOR'S APPROVAL FORM	iii
THE SKRIPSI EXAMINER-PANEL'S APPROVAL FORM	iv
ABSTRACT.....	v
ABSTRAK	vi
FOREWORD.....	vii
TABLE OF CONTENTS	ix
TABLE OF FIGURES.....	xi
APPENDICES	xii
CHAPTER I	1
1.1 Background of the Study	1
1.2 Research Questions	5
1.3 Purpose.....	5
1.4 Significance of the Study	6
1.5 Definition of terms	7
CHAPTER II.....	8
2.1 Cognitive Learning	8
2.2 Information Processing	9
2.2.1 Sensory Memory	9
2.2.2 Short-Term Memory	9
2.2.3 Long-Term Memory	10
2.3 Conditions of Learning	12
2.3.1 Control Processes.....	14
2.4 Dimensions of learning	15
2.5 Learning through Humor	19
2.6 Techniques to use humor inside the classroom.....	24
2.7 Action Research	28
CHAPTER III	31
3.1 Diagnosing	31

3.2 Action Planning	33
3.3 Taking Action	34
3.4 Evaluating	37
3.5 Specifying Learning.....	40
CHAPTER IV.....	41
4.1 Discussion of “Diagnosing”	41
4.2 Discussion of “Action Planning”	42
4.3 Discussion of “Taking Action”	43
4.4 Discussion of “Evaluating”	46
4.5 Discussion of “Specifying Learning”	49
4.6 Humor in Mathematics	49
CHAPTER V	50
5.1 Conclusions.....	50
5.2 Recommendations.....	51
REFERENCES.....	52
APPENDIX A	55
APPENDIX B	67

TABLE OF FIGURES

Figure 2. 1 Conditions of Learning Model.....	13
Figure 2. 2 Dimensions of Learning Model.....	16
Figure 3. 1 Gerald Susman's research cycle.....	31



APPENDICES

Appendix A.....	55
Appendix B.....	67

