IMPLEMENTING HUMOR AS A TEACHING TECHNIQUE
TO SUPPORT SMA N 6 YOGYAKARTA TENTH GRADE
STUDENTS’ UNDERSTANDING OF THE
ENGLISH LEARNING MATERIAL

A SARJANA PENDIDIKAN THESIS

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I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those sited in the quotations and the references, as a scientific paper should.

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ABSTRACT

Pratidina, Ginong. (2015). *Implementing humor as a teaching technique to support SMA N 6 Yogyakarta tenth grade students’ understanding of the English learning material*. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

Students’ emotion in the learning process has very significant role in supporting their ability to comprehend the English learning material. The students often felt that English subject is difficult to be comprehended. In order to build a positive emotion of the students and help them to comprehend the English learning material, a teacher should be able to build a fun atmosphere for the students to learn. Such an atmosphere could be built by implementing humor in the classroom.

Implementing humor in the classroom can make the students able to enjoy their learning process. If they are able to enjoy the learning process, it will help them in comprehending the English learning material. However, not all of the teachers agreed with the statement above. Some teachers stated that the humor existence in the classroom would disturb the teaching and learning process. In this study, the researcher conducted a research to investigate the perception of the students as the people who felt the impact of humor implementation and also the teacher as a person who implement humor. This study was intended to investigate to what extent humor can support the students to comprehend the English learning material. It became the formulated problem of this study.

In order to answer the formulated problem, the researcher used a survey method in gathering the data. The research participants of this study were the tenth grade students of *SMA N 6 Yogyakarta* 2014/2015 academic year and also the English teacher who implements humor. The researcher chose five classes out of nine classes using random sampling. The students of those five classes would become the research participants. The research participants were 131 students from those five classes and an English teacher who implemented humor.

From the research, the researcher found that humor can support the students in two fields. The first field is humor can support the students’ understanding by building their positive feeling. The second field is humor can support the students’ understanding by supporting the students’ receptive skills. It is done by supporting the students in understanding the idea of the English information both in written and oral context, maintaining the students’ focus in doing the learning process and memorizing the material. Besides, the researcher also found some conditions which enable the students to get the benefit of implementing humor in the learning process.

Keywords: perception, humor, teaching technique
ABSTRAK


Emosi siswa dalam proses pembelajaran memiliki peran yang sangat signifikan dalam mendukung kemampuan memahami materi pembelajaran bahasa Inggris mereka. Para siswa sering beranggapan bahwa pelajaran bahasa Inggris sulit untuk dipahami. Dalam rangka membangun emosi positif para siswa dan membantu mereka untuk memahami materi pembelajaran bahasa Inggris, guru harus mampu membangun suasana yang menyenangkan bagi siswa untuk belajar. Suasana itu bisa dibangun dengan menerapkan humor di dalam kelas.


Untuk menjawab masalah yang telah dirumuskan, peneliti menggunakan metode survei dalam mengumpulkan data. Peserta penelitian ini adalah siswa kelas sepuluh SMA N 6 Yogyakarta tahun akademik 2014/2015 dan juga guru bahasa Inggris yang menerapkan humor. Peneliti memilih lima kelas dari sembilan kelas yang ada secara acak. Para peserta penelitian yang terpilih adalah 131 siswa dari lima kelas yang berbeda dan satu guru bahasa Inggris yang menerapkan humor.

Dari hasil penelitian, peneliti menemukan bahwa humor dapat mendukung siswa dalam dua bidang. Bidang pertama adalah humor dapat mendukung pemahaman siswa dengan membangun perasaan positif mereka. Bidang kedua adalah humor dapat membantu siswa untuk bisa memahami pelajaran dengan mendukung kemampuan pemahaman mereka. Hal itu dilakukan dengan membantu para siswa untuk memahami gagasan informasi bahasa Inggris baik dalam konteks tertulis dan lisan, menjaga siswa agar tetap fokus dalam proses pembelajaran dan membantu siswa untuk dapat mengingat materi. Selain itu, peneliti juga menemukan beberapa kondisi yang memungkinkan siswa untuk mendapatkan manfaat dari pelaksanaan humor dalam proses pembelajaran.

Kata kunci: perception, humor, teaching technique
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Sincerely

Ginong Pratidina
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CHAPTER I
INTRODUCTION

This chapter presents the introduction of this study. It consists of some parts. That is research background, problem formulation, problem limitation, research objectives, and research benefits.

A. Research Background

There are a lot of teaching approaches, teaching methods, and teaching techniques which have been proposed to help the teachers doing their teaching process. Teachers could choose and use any of them which they think as the most appropriate way of teaching for their students. Felder and Brent (2005) states that the teachers should be able to find the most appropriate approach, method, and technique because every student has a different way to be able to learn effectively. Therefore, it is the teacher's obligation to help and support their students in learning by using the most appropriate way of teaching for their students.

Although there are a lot of approaches, methods and techniques available for the teachers, determining the appropriate way to teach is not easy. One important factor in choosing an appropriate way of teaching is the relationship between the teacher and the students. O’Neill (2009) states that how the teachers builds a positive relationship with their students gives very significant impact to student’s learning process. If the teacher could not build a positive relationship with the students, it is hard for the students to enjoy the learning process. Further,
if the students cannot enjoy the learning process, it will make them difficult to comprehend the learning material. It means that the teachers have the responsibility to make their students interested to the learning materials, so that they can enjoy their learning process. However, the teachers feel that making the students interested to them and the learning materials while keeping their role as a teacher at the same time are not easy.

Making the students enjoy the learning process cannot be separated with making them enjoy the learning atmosphere in the classroom. According to Deiter (2014), the learning atmosphere has an important role to support the students’ understanding of the learning material. The atmosphere of the classroom could determine whether the teaching and learning process will be effective and conducive. If the students do not enjoy the atmosphere of the classroom, they tend to get bored. They will try to make their own comfortable and enjoyable atmosphere by making some noise and make the class become chaotic. Besides, when the students feel frightened and stressed by the teacher, they may not have the mood to learn. They will be passive and prefer to be silent rather than being active and taking a risk in learning.

For the teachers, they cannot implement their lesson plan well when the atmosphere of their classroom is not good. Because of that, the teachers will be too worried in conducting their learning activity. This problem makes the teachers feel overwhelmed and could not enjoy their teaching. It may cause them to consider teaching as a burden.
On the other hand, the teacher is the one who could control and make the atmosphere of the classroom become conducive for learning. Therefore, there is a need for the teachers to have a good classroom management skill. The teachers should have a teaching technique which could make the atmosphere of the classroom become conducive for learning. According to Deiter (2014), the atmosphere of the classroom should be fun for both the students and the teacher.

When the researcher did his Teaching Practice Program in SMA N 6 Yogyakarta, he found an interesting fact related to the issue above. There was an English teacher who really considered the importance of creating enjoyable learning atmosphere in the classroom. He tried to make his students enjoy the learning process. His action was implementing humor as the teaching technique in the learning process. The researcher thought that it was interesting because the English teacher had the teaching technique which was rarely used by the other teachers to teach the learning materials.

From that case, the writer conducts this research to find out the students and teacher’s perception toward humor which is implemented in the learning process. Besides, the researcher also tries to find out the students and teacher’s perceptions of the advantages of humor in helping the students to comprehend the learning material.

B. Research Problem

As stated in the previous paragraph that in this paper, the writer would discuss the students and teacher’s perception on the implementation of humor as a
teaching technique for the tenth grade students of *SMA N 6 Yogyakarta*. The problem is formulated as follows:

To what extent can humor support the students’ understanding of the English learning material?

**C. Problem limitation**

The scope of this research is the implementation of humor as a teaching technique. It means that humor is used as the trick or strategem which is implemented to achieve the learning objective. What is meant by humor in this context is not only the humor which exists within the materials, but also the way of the teacher to deliver those materials. The researcher focus on discussing the implementation of humor as a teaching technique for *SMA N 6 Yogyakarta* students. Further, the researchers will find out to what extent humor as a teaching technique is able to help the students to improve their understanding of the English learning material. The researcher chooses the *X* grade students of *SMA N 6 Yogyakarta* as the subjects of the research.

**D. Research Objective**

The objective of the research is to find out to what extent humor can support the students’ understanding of the English learning material.
E. Research Benefits

This research is expected to give benefits to the following people:

1. The teacher

Through this research, the teachers are able to understand the perception of their students toward humor which is implemented in the teaching and learning process. By considering the students’ perception, the teachers can realize the importance and benefit of using humor as the teaching technique. Further, the teachers could develop their teaching technique using humor in their teaching process to build a conducive teaching and learning atmosphere.

2. The students

The students can understand the benefit of using humor as a teaching technique and how they could optimize their learning by sharing their perception about humor implementation. Besides, the students who never experience the humor implementation can suggest their teacher to try using humor in the classroom. It is because from this research they are able to understand the benefit of implementing humor.

3. The next researchers

The topic of this research has never been discussed before by the graduates of Sanata Dharma University, especially by the ELESP students. It means that it is the first time for this topic to be discussed and there will be many aspects of this topic which could be discussed and developed by the next research. There are some ideas which the researcher suggests to the next researcher. They can focus more on how the teacher implements humor in learning English, how humor
implementation can support the students in learning other subjects, or how to choose appropriate humor which can be implemented in the classroom.

F. Definition of Terms

In this part, the writer is going to explore several specific terms which are used in this study. It is used to avoid misinterpretation and clarify the concepts of those terms.

1. Humor as A Teaching Technique

Implementing humor in the learning process is a type of teaching techniques. It means that implementing humor as the teaching technique must be consisted of the method and in harmony with the approach as well (Richard & Rodgers, 1999). Implementing humor belongs to Natural Approach. It can be seen from the teacher’s roles. In Natural approach, a teacher has three central roles (Richard & Rodgers, 1999). First, the teacher has the role as the primary source of the comprehensible input in the target language. Second, the teacher creates a classroom atmosphere as interesting, friendly and enjoyable as possible. The last role is the teacher must choose the varieties of the classroom activities (Richard and Rodgers, 1999). It involves the group size, content and contexts. Implementing humor in the classroom is one of the teaching techniques which the teacher can use to fulfill those roles.

Besides, the reason why implementing humor belongs to Natural approach can be seen also from the Natural Approach’s focus. It focuses on the
comprehension and meaningful communication, not on the perfect grammar production (Richard & Rodgers, 1999). When the teacher implements the humor, it also focuses on delivering the meaning of the message, not on producing the perfect grammatical utterances and sentences.

Besides on the explanation above, the are two theories which can support the statement that implementing humor is a teaching technique of the Natural approach. First, Richards and Rodgers (1999) states that teaching technique is a part of teaching methods in which the different methods can bring many different techniques. Implementing humor is a part of Natural approach in which Natural approach is a teaching method. It can be seen from the explanation above which explain that by implementing humor, a teacher can fulfil three teacher’s central roles of the Natural approach. In addition, implementing humor has the same focus with Natural approach.

Second, teaching technique is the level where classroom procedure is implemented using a particular trick and stratagem to achieve the learning objective (Richards & Rodgers, 1999). Implementing humor is a kind of trick or strategem to achieve the learning objective. From the explanation above, it is clear that implementing humor is a teaching technique which belongs to the teaching method named Natural approach. Implementing humor as a teaching technique is the trick or strategem where humor is implemented to achieve the learning objective. What is meant by humor in this context is not only the humor which exists within the materials, but also the way of teacher to deliver those materials.
2. Tenth Grade Students of SMA N 6 Yogyakarta

What is meant by the tenth grade students of SMA N 6 Yogyakarta in this thesis is the SMA N 6 students who were in tenth grade in 2014/2015 academic year. SMA Negeri 6 itself is one of the Yogyakarta senior high schools. It is located at Jalan C. Simanjuntak 2, Terban, Gondokusuman, Yogyakarta.
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter deals with the discussion of related literature to this research. All of the theories which the researcher used as the background and supporting idea would be presented. It includes the theory of the learning process, reading and listening skills, teaching technique, the role of emotion in the students learning process and the theory about humor it. This chapter aims to guide both the researcher and the reader in interpreting this paper, so that the misunderstanding could be avoided and the framework of this paper becomes clearer.

A. Theoretical Description

The researcher provides some theories underlining the terms used in this research. In this section, the researcher is going to describe the theories of perception, learning process, receptive skills, teaching technique, the role of emotion in the students’ learning process and the theory about humor.

1. Perception

Since there are a lot of ways to interpret everything which happens in life and everyone has their own way to do that, the experts also have many ways to define what perception is. According to Kreitner and Kinicki (1992), perception is cognitive and mental process which make a person able to interpret and understand his surroundings. Huffman, Verno and Vernoy (1997) also have their
own definition of perception. They define perception as the someone’s process of selecting, organizing and interpreting sensory data into usable mental representations of his surroundings. Altman, Valenzy and Hodgetts (1985) simplify the definition of perception into the person’s view reality.

There are some steps which enable someone to have a perception. It begins with accepting and selecting the stimulus until it becomes the behavior response. The concept of creating perception can be seen on Figure 2.1.

**Figure 2.1. The Perceptual Process (Altman et al., 1985, p. 86)**

It starts from the stimulus which is selected by the individual sensors and then allow a person to interpret or give meaning to the sensory message (Altman et al., 1985). The stimulus which a person feel is being selected first. Then, the selected stimulus will be interpreted and organized as a perception. Finally, the person expresses his or her perception as the response of the stimulus which is felt.

**a. Factors Influencing Perception**

Based on the figure above, there are numbers of factors which influence someone’s perception. In this part, the researcher shows some of those factors.
Four of the most important influence factors of a person’s perception are as follows.

1) Selectivity

A person just chooses or selects a small number of all stimuli from his surroundings and only focus on that stimuli. The perception is based on something which is chosen by the people. It is a reason why people perceive things differently (Altman et al., 1985).

2) Emotion

An individual’s emotional condition has great influence on his or her way to see something. When a person has good emotions, such as cheerfulness, joyfulness and contentment, they lead that person to have positive perception. However, when the person has bad emotions, such as anxiety, anger, regret and guiltiness, they enables that person to have a bad or negative perception as well (Altman et al., 1985).

3) Situation

People’s expectations and familiarity about the situation that they have affects what they perceive. When people have the amount of time in having a kind of situation, they tend to have a different perception toward the thing going around them compare with them who have not gotten that kind of situation (Altman et al., 1985).

4) Self-Concept

Self-concept is the people’s way to see themselves and it affects their perception toward something. It means that self-concept becomes the
measurement in perceiving others. Altman et al. (1985) states that self-concept is important because the people’s mental picture determine what they perceive and do.

2. Learning Process

The students' learning process has close relation with the teaching process. According to Richards and Rodgers (1999), learning refers to the study of language rules and is a conscious process. In conducting the learning process for the students, the teachers should consider the teaching approach, method, and technique. It is because the way that the teacher implements in teaching can give significant impact to the students’ learning process. Richards and Rodgers (1999) state that the learning goal could be achieved through the teaching approach, method, and technique in the learning activities.

3. Receptive Skills

In the learning process, especially in the language learning process, the students deal with the receptive skills. Al-Jawi (2010) states the receptive skills are the ways in which people extract the meaning of the discourse they see or hear. According to Gika and Berwick (1998), the main objective of teaching the receptive skills to the students is to develop their ability to understand and interpret texts using their existing language knowledge. The receptive skill consists of two skills. They are listening and reading skill (Al-Jawi, 2010).

Listening and reading are complicated processes which need skills. Listening is more complicated than hearing. In the listening process, there is a need to involve thinking skill. It is because listening has a main purpose to
understand what is heard (Decker, 2004). Similarly to listening, reading is also a complicated process. According to Al-Jawi (2010), reading is a very complex process involving many physical, intellectual, and emotional reactions. It is more than just sounding the words printed on a page.

Because reading and listening skills are complicated and very important in the students’ language learning, there is a need for the teacher to support the students’ receptive skills. According to Al-Jawi (2010), the teacher can support the students’ receptive skills by giving the pre-teaching vocabulary and making the material becomes interesting and authentic to the students’ life. Besides, the teacher can use the auditory memory drill to support the students listening skill (Al-Jawi, 2010). To support the students’ reading skill, the teacher can train the students to derive the meaning from the passage. It can be done by using contextual clues (Al-Jawi, 2010).

4. Teaching Technique

Teaching technique which is used by the teacher has a very important role in the student’s learning process. Teaching technique itself is a part of teaching methods in which the different methods can bring many different techniques (Richards & Rodgers, 1999). Richards and Rodgers (1999) state that teaching technique is the level where classroom procedure is implemented using a particular trick and stratagem to achieve the learning objective. According to Felder and Brent (2005), the teachers’ teaching technique has an objective to help the students to be able to learn effectively.
5. Role of the Emotion in the Learning Process

A teaching technique can be considered as effective when that technique is able to make the students enjoy their learning process. Darmansyah (2011) states that the effective learning process could be done if the students can enjoy their learning process. The students’ happy emotion during the learning process is believed to give significant impact to the student learning achievement.

Making the students enjoy the learning process with the happy emotion is important for the students’ learning process. It is because their own knowledge often flies out of their grasp when they are scared (Vail, 2014). If the students are faced frustration, despair, worry, sadness, or shame, they lose access to their own memory, reasoning, and the capacity to make connections. All of those feelings lead the students to get the anxiety feeling. Anxiety is the enemy of memory. Sadly, in many of today's lesson, we see the children whose intellectual energies and capacities are drained by negative emotional states (Vail, 2014). It shows that the learning process cannot be effective if the students carry negative feelings to the classroom.

Besides, the learning effectiveness has strong relationship with the human’s types of brain. There are three types of brains that all the people have. They are reptile brain, mammal brain, and neo-cortex brain (Darmansyah, 2011). The reptile brain would react after it gets the information from the mammal brain if the stimulus which is given is not interesting or not fun. On the other hand, the neo-cortex brain would react after it gets the information from the mammal brain if the stimulus which is given is interesting and fun.
The reaction from the neo-cortex brain gives a huge contribution to the students’ learning effectiveness and learning success. It is because the neo-cortex brain would organize the information well and then store it in the memory which can be recalled every time when the people need that information. The teacher should make the learning process which has fun and interesting emotion for the students in order to make their neo-cortex brain able to work well (Darmansyah, 2011).

6. Implementing Humor as the Teaching Technique

In order to create a good learning atmosphere in the classroom, the teacher should have the teaching technique which can help the students to get better understanding of the learning material. Considering that the students’ emotion during the learning process has the significant role to give the good learning process, the teacher has to use the teaching technique which can support the students to have good or positive emotion. One technique which can help the teacher to maintain the students’ good mood is implementing humor as the teaching technique in the student’s learning process.

a. The Identification of Humor

Before discussing the humor implementation further, there is a need to know what the humor is and the theories of humor. Humor definition is far from a straightforward definition (Attardo, 1994). If there is any explanation which attempts to explain humor equally, it would appear to be doomed to do so by explaining humor marginally. According Jonas (2004), humor is a verbal or non-verbal activity eliciting a positive cognitive or affective response from listeners.
There are still many people who have the assumption that humor is what makes them laugh. They consider that humor and laughter are the same things, whereas those two things are different. Humor is broader than just a laugh. According to Attardo (1994), humor is all-encompassing category, covering any event or object that elicits laughter, amuses, or something is felt to be funny.

b. Theories of Humor

In order to know further about what the humor is, there are some studies which have been conducted to find the theories of humor. According to Shade (1996), there are four theories of humor. The first theory is incongruity theory. According to this theory, humor exists when someone says something which are many people do not expect to hear it in their common conversation in the daily life context. Incongruity can be presented in the form of contradiction, understatement, exaggeration, surprise, reversal, ludicrous, or totally unreal.

The second theory is superiority theory. This superiority theory can be seen when something funny happened to someone else. The example of this theory is when there is a student who answers two plus two is five, whereas that student is a fifth grade student in elementary school and the other students are laughing at that student who makes a mistake. In this case, someone is being ridiculed, humiliated or degraded as a result of making a mistake. Shade (1996) states that as long as no one seems to get hurted, it is still acceptable to be considered as a humorous thing. However, the hurt or pain which can be tolerated as the limit to accept one condition as the humor is still being a debatable issue.
The next theory is relief or release theory. According to this theory, humor can happen when there is someone who add a little levity to a tense situation or discussion. This relief humor allows everyone to laugh for a moment, break away from the topic for a while.

The last theory is the additional theories. These additional theories are continuously researched and developed. According to Shade (1996), there are some theories which have been considered as additional theories. Those theories are the theories which stated that humor is a form of play, the theory which stated that humor is an antidote to inflexibility and the theory which stated that humor exposes the truth.

Those theories represent the big picture of humor, and it would be very difficult to identify humor to be more specific. It is because humor is always changing over time by each new generation. Humor changes as new information is discovered and each generation develops its own nuances within the culture (Jonas, 2004). The idea of humor is much realer than what people called as a humorous thing. This theory is similar to the inanimate objects like tables, desks, or chairs which are thought as real by many people, whereas they are not. It is because in a hundred year, these items could be no longer exist. However, the ideas or concepts of a table, desk, or chair is real because they will be the same after one hundred years.

c. Forms of Humor

If humor is seen from its forms, it could be divided into several forms according to how the humor is given to the audience. Darmansyah (2011) states
that those forms of humor can be done as planned and unplanned humor. Planned humor is a form of humor that has been planned and arranged before. Different with planned humor, unplanned humor is a form of humor which is given by someone who gets the idea of humorous thing in sudden. According to Shade (1996), there are many different kinds of humors. However, humor can be generally divided into four distinct forms. They are figural, verbal, visual, and auditory.

1) Figural Humor

Figural Humor is commonly occurring in the form of cartoons. Those cartoons can express in many forms. It can be in the form of comic strips, comic books, caricatures, political cartoons, and all of which are often accompanied by captions.

2) Verbal Humor

Verbal humor has numerous forms. However, there were only several humors which often used. They are sarcasm, puns, satire, limericks, irony, jokes, anecdotes, farce, riddles, tall tales, parody and wit.

3) Visual Humor

Visual humor includes slapstick, pratfall, mime or pantomime, body language, facial gestures, impersonations and practical jokes. Visual humor is synonymous with physical humor. It makes the humor become easier to be understood.
4) Auditory Humor

Auditory humor is associated exclusively with sounds and it is a relatively small category. There are a lot of examples of auditory humor. The main point is people are considered to implement auditory humor when the audience can hear and understand the humor which they delivered.

d. Categories of Humor

Besides having some theories and forms, humor could be divided into some categories too. Shade (1996) states in his book that there are some categories of humor. Those categories are non-sense, ethnic, philosophical, hostile, demeaning to men, demeaning to women, social satire, sick, sexual and scatological.

There are some ways to implement those categories of humor in the teaching and learning process. According to Darmansyah (2011), the categories of humor could be implemented to the students’ learning process by using cartoon picture, humorous short story, cartoon movie, funny examples of the material, and funny questions. By implementing those categories of humor in the teaching and learning process, the students can get a lot of benefits. Shade (1996) states that implementing humor in the classroom can bring a lot of benefits. Those benefits are the students’ self-esteem enhancement, improved motivation in the learning activity, stress reduction, anxiety reduction, other health advantages, improving morale and team building, and enhancing creative thinking.
e. Variables of Humor

Teachers could choose those theories, forms and categories of humor to deliver their humor to the students by considering some variables of humor. Jonas (2004) states that there are five variables of humor which will be the consideration when the teachers would implement humor in their teaching. Those variables are social context, cognitive challenge, novelty, timing, and degree of detachment.

Social context always changes, that is why humor also always changes. Something could be seen as the humor if the audience could relate the joke which is given to the social context whose the audience has at that time so that they would feel amused and laughing at that humor (Jonas, 2004).

Besides social context, the cognitive challenge also becomes one of the humor variables. This cognitive challenge variable means that humor has to challenge the audience (Jonas, 2004). However, the humor should not to be too hard to understand because if it were too hard, the message would be lost.

The next variables are novelty and timing. Novelty variable means that if something is unique or out of the ordinary, then there could be a great possibility for humor (Jonas, 2004). Considering this variable in delivering humor could make the audience becomes able to find the humorous thing easily. It is because the humor is unique. Besides novelty, there is timing variable is which able to make the speaker become able to deliver humor more effectively. It is very important to implement the humor in the right time, so that the humor could be implemented effectively (Darmansyah, 2011).
The last variable is the degree of detachment. Jonas (2004) states that the basic concept of this variable is people could laugh more when they are not part of that humor. Those five variables could be the consideration when the speaker or the teacher would implement humor.

f. The Contradiction of the Existence of Humor in a Classroom

Although there are many theories of the usefulness of implementing humor in the classroom, but there are many teachers who do not want to implement humor. According to Deiter (2014), there are some reasons why the teachers do not want to include humor in their teaching. The first reason is the teachers feel that they are not trained to use humor because using humor in the classroom is not a part of any curriculum. Second, they believe that using humor in the classroom requires a professional skill as the comedian in which teacher is not trained to implement humor. The third reason is the teachers usually consider that their teaching is a serious business and humor is not expected to happen in the teaching process.

Besides the previous two reasons, there is also one significant reason why there are many teachers who do not want to implement humor as their teaching technique. Deiter (2014) states in his essay that the reason why the teachers do not want to use humor in their teaching process because there are some misunderstanding facts of using humor in the teaching process. The first misunderstanding fact is humor telling jokes or physical comedy which can harass the students. Second, the teachers should not try to use humor because there is no instruction and material in the lesson which is not serious. All of the teaching
instruction and material are serious, so that humor should be avoided in the teaching and learning process. Third, humor should not be included in the classroom because humor will waste precious time in the teaching and learning process.

On the other hand, there are some experts and teachers who recommend that humor should be implemented by the teachers in their teaching process as the teaching technique. Pamela Matway emphasizes in McNeely’s (2014) essay that humor must be used in the classroom. It is because every teacher should have a goal to give an effective learning process to the students and help them to learn. In order to do that, the teachers should be able to make their students eager and engaged in their learning process. One strategy which can be used by the teacher and has the power to fill that engagement is including humor in the classroom.

Shade (1996) states in his book that including humor in the classroom brings a lot of benefits for the students’ learning process. Because implementing humor in the classroom has a lot of benefits, humor is worth to be considered as the important thing which should exist in the classroom. High level of anxiety, low levels of communication, love cohesiveness, reduced productivity, alienation, dissatisfaction and stress are some of the consequences when humor is omitted from the classroom (Shade, 1996).

B. Theoretical Framework

English is a compulsory subject in the senior high school in Indonesia. English is considered as one of the important subjects in the classroom. English
subject also becomes one of some subjects which is included in the *UN (Ujian Nasional)*. Based on that reason, mastering English subject is very important. However, the students sometimes feel that this subject is so difficult to be mastered, or even to be understood.

There are some reasons why the students have difficulties in understanding the content of the English subject material. One of the reasons is that the students cannot enjoy their learning process. Darmansyah (2011) states that the effective learning process could be done if the students enjoy their learning process. In order to make the students enjoy their learning process, the teacher can build the positive relationship with the students. O’Neill (2009) states that the positive relationship which is built by the teacher with their students could give good impact for the student’s learning process. When the teacher cannot build the positive relationship and make the students feel scared, the students’ knowledge will often fly out of their grasp (Vail, 2014).

The teacher can build the positive relationship with the students by implementing humor in the teaching and learning process. Shade (1996) states that implementing humor in the classroom can bring a lot of benefits, such as enhancing the students’ self-esteem, improving the students’ motivation in the learning activity, reducing stress and anxiety, improving morale and team building, enhancing creative thinking and many more. There are also other benefits which the students can feel when the teacher implements humor. Deiter (2011) states that humor is one of the effective ways to grasp the students’ attention and improve their memory. Besides, the teachers can do their
responsibility to deliver the material easier by implementing humor. Deiter (2011) states that humor has the ability to deliver the message or the information effectively and easily through the anecdote, caricature, joke, cartoon, and many other ways both in written and oral context.
CHAPTER III
RESEARCH METHODOLOGY

In this third chapter, the researcher provides the methodology that is used to conduct this research. This chapter is divided into six sections, namely research method, research setting, sampling and participants, instruments and data gathering technique, data analysis technique and research procedure.

A. Research Method

In conducting the research, the researcher used the survey method. Fraenkel and Wallen (1993) state that in conducting the survey, the researcher summarizes the abilities, preference and behavior or characteristics of the physical environment of individual or groups. According to Wiersma (1995), the researcher is able to measure attitudes, opinions, or achievements by using survey.

Based on the statements above, the researcher chose the survey method to answer the research problem. According to Given (2008), survey research can include questionnaire, interview, focus group discussion, or observation. The researcher chose to use questionnaire to get the quantitative data and interview to get the qualitative data.

B. Research Setting

The research was conducted in SMA N 6 Yogyakarta. The school is located at Jalan C. Simanjuntak 2, Terban, Gondokusuman, Yogyakarta. The researcher
conducted his research in the odd semester of the academic years of 2014/2015 from November to December 2014.

C. Sampling and Participants

To answer the research problem, the researcher did purposive and random sampling. Ary, Jacobs and Sorensen (2010) state that purposive sampling is done by choosing the specific sample with a purpose to get the specific data. The researcher did the purposive sampling by choosing the X (tenth) grade students of SMA N 6 Yogyakarta and the English teacher as the research participants. The researcher chose them because they have experienced the humor implementation in their learning process, especially in the English subject.

Besides using purposive sampling, the researcher also used random sampling. There were nine classes in the tenth grade. Ary et al. (2010) state that random sampling is the procedure to determine the sample where all members of the population have an independent and equal chance of being included as the research participants. The researcher chose five classes from nine classes randomly. The students who were chosen to be the research participants were the students from X MIA EI 6, X MIA EI 3, X MIA EI 2, X IIS MI 2, and X MIA EI 1. The total number of the students from those five classes were 131 students.
D. Instruments and Data Gathering Technique

The researcher collected the data in order to answer the questions which were formulated in the research problem. In collecting the data, the researcher divided the instruments into two categories.

1. Questionnaire

The first instrument which the researcher used in conducting the research was a questionnaire. According to Best (1981), the questionnaire is a research instrument which is used to get the factual information and respondents’ opinion. Wiersma (1995) divides the questionnaire into two types. They are close-ended questionnaire and open-ended questionnaire. Close-ended questionnaire provides some options which could be chosen by the participants by adding a sign on it, such as circle, cross, etc. Meanwhile, Ary, Jacobs and Razavieh (2002) state that open-ended questionnaire provides a chance for the participants to share their opinions, beliefs and suggestions freely based on the questions which are given to them. The questionnaire is used to get the quantitative data from the research (Given, 2008).

In this research, the researcher used the close-ended questionnaire. In the questionnaire, the participants were requested to choose one option from four options provided which could represent their opinions and beliefs. Those four options were Strongly Agree (SA) or Sangat Setuju (SS) which represented the student’s strong agreement toward the statements in the questionnaire; Agree (A) or Setuju (S) to represent the students’ agreement; Neutral (N) or Netral (N) to represent the students’ undecided opinion; Disagree (D) or Tidak Setuju (TS) to
represent the students’ disagreement; and Strongly Disagree (SD) or Sangat Tidak Setuju (STS) to represent the students’ strong disagreement toward the statements given. There were 20 statements which should be signed by the participants.

Besides giving the questionnaire for the students, the researcher will also give the similar questionnaire for the teacher. By doing that, the researcher was able to know the teacher’s opinion and belief toward the humor implementation as the teaching technique.

2. Interview

As the follow up action of the questionnaire, the researcher conducted the interview for the teacher and the students. The interview was used to get the qualitative data from the research (Given, 2008). Ary et al. (2002) state that the interview was used to collect the data through face-to-face or telephone interaction between the interviewer and respondents.

In this interview, the researcher provided some guiding questions, but those questions could be improved depending on the students and teacher’s answer. In conducting the interview for the students, the researcher took ten students as the representatives of all of the research participants. Those ten students came from five different classes. The researcher chose the students who had the interesting answer from their previous questionnaire to be interviewed. It meant that this interview was conducted after the researcher gave questionnaire to the students and saw their answers in that questionnaire. Besides, the researcher also conducted the interview with the teacher. The researcher did the interview to know the teacher and students’ perception further and deeper. Besides, it has a
purpose to get the clarification and clearer answer to the teacher and students’ interesting answer in the questionnaire.

E. Data Analysis Technique

There were two kinds of data which have been gotten by analyzing the research data. The research data which has been collected through questionnaire was analyzed to get the quantitative data as the data which deal with number within it. Meanwhile, the qualitative data has been gotten through analyzing the interview instrument.

In analyzing data which was gathered from the questionnaire, the researcher applied cluster analysis. Aldenderfer and Blashfield (1987) state that a cluster could be used to classify the individual’s or group’s similar perception which has been gathered into meaningful sets or clusters. Each number of statements in the questionnaire would be counted and presented in the form of a percentage. In counting the percentage of each number or each statement, the researcher used this formula:

\[
\frac{\sum}{\lambda} \times 100\% = \text{result in a form of percentage}
\]

The formula is described this way; the number of the students for each option (\(\sum\)) would be divided by the number of the students (\(\lambda\)) and the result times 100\%.
Besides collecting the quantitative data, the researcher also collected the qualitative data. The qualitative data were gotten through conducting the interview. In the interview, the researcher took a note and used a tape recorder to record the conversation. After the researcher got the interview data, he interpreted the participants’ answer in the form of narrative. The researcher also clustered the participants’ answer based on the similar perception to get the theme or the major perception which the participants have.

F. Research Procedures

In conducting the survey research, the researcher did some steps. According to Ary et al (2002), a survey research involved a number of steps, such as planning, sampling, construction of the instrument, carrying out the survey and processing data. The researcher conducted the research based on those steps which were presented as follows:

1. Planning

The first step which the researcher did in doing the research was planning. The researcher sets a plan about what he needed to prepare and to do in accomplishing the research. Before the researcher started his research, he asked the permission from the school principal of SMA N 6 Yogyakarta to conduct the research in that school. In this step, the school principal asked the researcher to find a consent letter from Dinas Perijinan Yogyakarta. After getting the
permission from *Dinas Perizinan* and the school, the researcher conducted his research.

2. Sampling

The second step which was done by the researcher is sampling. The teacher did the purposive and followed by random sampling. From the sampling process, the students who became the research participants were the students from *X MIA EI 6, X MIA EI 3, X MIA EI 2, X IIS MI 2, and X MIA EI 1*. Besides, the researcher also chose the tenth grade English teacher to be the research participants.

3. Constructing the Instrument

The instruments which were used by the researcher in gathering the data were a questionnaire and an interview. The researcher used the close-ended type for the questionnaire. There were 23 statements which were provided for the students to be answered. Meanwhile, the guiding questions of the interview were made after the researcher saw the result of the questionnaire instrument. Those guiding questions were improved depending on the research participants' answers.

4. Carrying Out Survey

The researcher decided the days for distributing the questionnaire. The researcher distributed the questionnaire for five classes in four days. There was a day when the researcher distributed the questionnaire twice for the two different classes in a day. At the beginning of the English lesson, the students were given fifteen to twenty minutes to fill in the questionnaires. After the questionnaires were filled in, the English teacher started his teaching and learning process. In the
following week after the researcher distributed the questionnaire, he conducted the interview with some of the research participants.

5. Processing the Data

The first step which the researchers did to analyze the data gathered was by using cluster analysis. It was done to get the quantitative data of the research. Second, the researcher analyzed the interview instrument by finding the themes. It was done to get the qualitative data. The next step is analyzing the result of the quantitative and qualitative data. It was done by relating the result and the theories which the researcher had collected. The last step of this data processing was making the conclusion and answering the research problem.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents data obtained by the researcher and the analysis of the data. There are two major parts which are going to be discussed in this chapter. That is the research findings and the discussion of the findings.

A. Research Findings

The findings of this research are going to be presented from each of the instruments which are used by the researcher. Those instruments are questionnaire and interview. The questionnaire was the main instrument and it was followed by an interview in order to obtain the deeper data. In discussing the quantitative and qualitative data which were obtained from the instruments, the researcher included both the students’ and the teacher’s opinion. By implementing that, the reader could notice whether the teacher and the students had the same perception.

1. Findings on the Quantitative Data

The quantitative data was obtained from the questionnaires which were distributed to the 131 students from five different classes. Those students gave their opinions toward three major parts in the questionnaire. Those major parts were the role of emotion in teaching learning process, the students and teacher’s perception of the humor implementation and the perception of the advantages of humor implementation.
In this section, the researcher presented the result table of the questionnaire. On the result table, the researcher provided both the students’ and the teacher’s answers. The data could be presented as follows:

a. The Role of Emotion in Teaching and Learning Process

The role of emotion in the teaching and learning process is one of the three main statements in the questionnaire. It asked about the research participants’ perception toward the ability to comprehend the material related to the students’ emotion. This data was represented in the statement number one until five. The data obtained were presented in Table 4.1.

The data of the first statement showed that 114 students (87%) strongly agreed and 17 students (13%) agreed with the statement. Meanwhile, there was no student who chose the other three options. The result showed that all of the students agreed that they feel easier to comprehend the subject material when they were comfortable with the teacher of that subject. The teacher also agreed with this research statement. He chose *strongly agree* to the first statement.

On the second statement, 39 students (29.8%) chose *strongly agree* and 29 students (22.1%) chose *agree*, 31 students (23.7%) chose *neutral*, 22 students (16.8%) chose *disagree* and 10 students (7.6%) chose *strongly disagree* to the statement. It showed that most of the students agreed that they feel difficult to comprehend the material because either they are afraid of the teacher or they do not like the subject. It is same with the teacher’s opinion. He strongly agreed with the research statement.
Table 4.1 The Students’ and Teacher’s Opinion on the Role of Emotion in Teaching and Learning Process

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Answers</th>
<th>Students’ Perception</th>
<th>Teacher’s Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>1.</td>
<td>Saya merasa lebih mudah menangkap materi pelajaran dengan baik jika saya merasa nyaman dengan guru pelajaran tersebut. (I feel easier to comprehend the subject material well when I feel comfortable with the teacher of that subject.)</td>
<td>SD</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>17</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA</td>
<td>144</td>
<td>87%</td>
</tr>
<tr>
<td>2</td>
<td>I feel difficult to comprehend the material because I am afraid of the teacher or I do not like the subject. (Saya sulit menerima pelajaran karena saya marasa takut pada guru atau tidak suka pada pelajaran tersebut.)</td>
<td>SD</td>
<td>10</td>
<td>7.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>22</td>
<td>16.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>31</td>
<td>23.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>29</td>
<td>22.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA</td>
<td>39</td>
<td>29.8%</td>
</tr>
<tr>
<td>3</td>
<td>Saya berfikir bahwa bagi seorang guru, membaur dengan murid-muridnya adalah suatu keharusan. (I think that it is a necessary for the teacher to get along with the students.)</td>
<td>SD</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>1</td>
<td>0.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>10</td>
<td>7.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>26</td>
<td>19.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA</td>
<td>94</td>
<td>71.8%</td>
</tr>
<tr>
<td>4</td>
<td>Suasana proses pembelajaran yang dibangun guru di dalam kelas sangat mempengaruhi keefektifan proses pembelajaran. (The atmosphere in the learning process which is built by the teacher could influence the effectiveness of the learning process so much.)</td>
<td>SD</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>10</td>
<td>7.6%</td>
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<tr>
<td></td>
<td></td>
<td>A</td>
<td>20</td>
<td>19.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA</td>
<td>101</td>
<td>77.1%</td>
</tr>
<tr>
<td>5</td>
<td>Saya mudah menangkap materi pelajaran ketika saya merasa senang. (I could easily comprehend the material when I feel happy.)</td>
<td>SD</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>1</td>
<td>0.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>6</td>
<td>4.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>26</td>
<td>19.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA</td>
<td>98</td>
<td>74.8%</td>
</tr>
</tbody>
</table>

SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree
The third statement was about the students’ and teacher’s opinions toward the perception that the teacher must be able to get along with the students. There were 94 students (71.8%) who chose strongly agree, 26 students (19.8%) who chose agree. Meanwhile, the rest of the students chose neutral and disagree. There were 10 students (7.65) who chose neutral and one student (0.8%) who chose disagree to this statement. Further, the teacher agreed with the third statement, although he was not as convince as when he gave his opinion to the previous statement. It could be seen clearly because the teacher chose agree to the first time to the third statement.

The fourth statement was strongly agreed by 101 students (77.1%) and agreed by 20 students (19.8%). There were 10 students (7.6%) who were neutral and no one disagreed with the research statements. It meant that most of the students agreed that the atmosphere in the learning process which is built by the teacher has strong influence to the effectiveness of the learning process. The teacher also strongly agreed with this statement.

The fifth statement was the last statement of the first major part. The fifth statement was about the perception that the students could easily comprehend the subject material when they feel happy. The teacher strongly agreed with the statement. Besides, 98 students chose strongly agree and 26 students chose agree. The other six students chose neutral and one student chose disagree. It showed that both the teacher and most of the students agreed with the fifth statement, although there was one student who disagreed.
b. The Students’ and Teacher’s Perception of the Humor Implementation in the Classroom

This part presented the qualitative data of the students’ and teacher’s perception on how the teacher implements humor in the teaching process. Table 4.2 presented the data obtained related to this topic.

In the first statement, 43 students (32.8%) strongly agreed and 79 students (60.3%) agreed with the statement. Yet, one student (0.8%) chose neutral and eight students (6.1%) chose disagree. The data of the first statement showed that most of the students agreed that the teacher implemented humor in his teaching. It was interesting that there were eight students disagreed that the teacher implemented humor while the teacher himself strongly agreed that he implemented humor.

The data of the second statement showed that 71 students (54.2%) strongly agreed and 40 students (30.5%) agreed that humor did not disturb the learning process. Besides, there were three students (2.3%) chose neutral, 49 students (37.4%) chose disagree and none of them chose strongly disagree. Although there were many students chose disagree, but most of the students agreed with the second statement. The teacher also agreed with this second statement.

The third statement was about the perception whether the students were still able to be happy, although the teacher failed in implementing humor. The result of the questionnaire showed that 34 students (26%) strongly agreed, 36 students (27.5%) agreed, and 18 students (13.7%) were neutral with the statement. The other 40 students (30.5%) chose disagree and 3 students (2.3%) chose
strongly disagree. From the result, it could be seen that most of the students agreed with the third statement. The teacher had the same perception with the most of the students.

Table 4.2 The Students’ and Teacher’s Perception of the Humor Implementation in the Classroom

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Answers</th>
<th>Students’ Perception Frequency</th>
<th>Teacher’s Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dalam pelajaran, guru pelajaran saya menyisipkan beberapa humor. (My teacher gives some humors in the learning process.)</td>
<td>SD</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>8</td>
<td>6.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>1</td>
<td>0.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>79</td>
<td>60.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA</td>
<td>43</td>
<td>32.8%</td>
</tr>
<tr>
<td>2</td>
<td>Humor tidak mengganggu berlangsungnya proses pembelajaran. (Humor does not disturb the learning process.)</td>
<td>SD</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>49</td>
<td>37.4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>3</td>
<td>2.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>40</td>
<td>30.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA</td>
<td>71</td>
<td>54.2%</td>
</tr>
<tr>
<td>3</td>
<td>Saya lebih suka terhadap guru yang mencoba untuk memberikan humor walaupun gagal. (I prefer to have a teacher who tries to give humor although he fails.)</td>
<td>SD</td>
<td>3</td>
<td>2.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>40</td>
<td>30.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>18</td>
<td>13.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>36</td>
<td>27.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA</td>
<td>34</td>
<td>26%</td>
</tr>
<tr>
<td>4</td>
<td>Saya tidak nyaman dengan guru yang sama sekali tidak pernah mencoba memberikan humor dalam pelajaran. (I do not feel comfortable with the teacher who never tries to give humor in the learning process.)</td>
<td>SD</td>
<td>1</td>
<td>0.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>15</td>
<td>11.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>14</td>
<td>10.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>52</td>
<td>39.7%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA</td>
<td>49</td>
<td>37.4%</td>
</tr>
</tbody>
</table>

SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree

The data of the fourth statement showed that most of the students agreed that the students did not feel comfortable with the teacher who never tried to
implement humor in the learning process. This statement was strongly agreed by 49 students (37.4%) and agreed by 52 students (39.7%). The neutral option was chosen by 14 students (10.7%). Disagree option was chosen by 15 students (11.5%) and strongly disagree option was chosen only by one student (0.8%). Besides, the teacher strongly agreed with this fourth research statement.

c. The Perception of the Advantages of Humor Implementation in The Classroom

The third major part presented both the students’ and the teacher’s perception on their evaluation of the use of humor implementation in the classroom. That evaluation was seen from the advantages that they felt. The statements related to this topic could be seen in Table 4.3.

The statement number one was strongly agreed by 12 students (9.2%) and agreed by 50 students (38.2%). There were 37 students (28.2%) who were neutral. Besides, there were 24 students (18.35) who disagreed and 8 students (6.1%) who strongly disagreed with the first statement. Meanwhile, the teacher chose agree. The results showed that the teacher and most of the students agreed that humor can encourage the students to be more active in a class.
Table 4.3 The Students’ and Teacher’s Perception of the Advantages of Humor Implementation in the Classroom

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Answers</th>
<th>Students’ Perception</th>
<th>Teacher’s Perception</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td>1</td>
<td>Humor mendorong saya menjadi siswa yang lebih aktif di kelas. (Humor encourages me to be a student who is more active in a class.)</td>
<td>SD</td>
<td>8</td>
<td>6.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>24</td>
<td>18.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>37</td>
<td>28.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>50</td>
<td>38.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA</td>
<td>12</td>
<td>9.2%</td>
</tr>
<tr>
<td>2</td>
<td>Dengan adanya humor di dalam proses pembelajaran, saya semakin semangat untuk belajar bahasa Inggris. (Because of the humor existence in the learning process, I become more enthusiastic to learn English language.)</td>
<td>SD</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>6</td>
<td>4.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>15</td>
<td>11.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>39</td>
<td>29.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA</td>
<td>71</td>
<td>54.2%</td>
</tr>
<tr>
<td>3</td>
<td>Humor yang diterapkan dalam pelajaran Bahasa Inggris membuat pelajaran tersebut menjadi lebih menyenangkan. (Humor which is implemented in the English subject makes that subject more fun.)</td>
<td>SD</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>1</td>
<td>0.8%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>2</td>
<td>1.5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>34</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA</td>
<td>94</td>
<td>71.8%</td>
</tr>
<tr>
<td>4</td>
<td>Humor dapat membantu saya mengurangi stress dalam memahami materi-materi Bahasa Inggris. (Humor can help me to reduce the stress in comprehending the English subject materials.)</td>
<td>SD</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>3</td>
<td>2.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>44</td>
<td>33.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA</td>
<td>84</td>
<td>64.1%</td>
</tr>
<tr>
<td>5</td>
<td>Humor membuat saya semakin berani menunjukkan kemampuan berbahasa Inggris saya. (Humor makes me more confident to show my English language ability.)</td>
<td>SD</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>8</td>
<td>6.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>33</td>
<td>25.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>44</td>
<td>33.6%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA</td>
<td>46</td>
<td>35.1%</td>
</tr>
<tr>
<td>6</td>
<td>Penggunaan humor dalam pelajaran Bahasa Inggris membantu saya untuk lebih dapat berfikir kreatif.</td>
<td>SD</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>7</td>
<td>5.3%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>24</td>
<td>18.3%</td>
</tr>
<tr>
<td>No</td>
<td>Statements</td>
<td>Answers</td>
<td>Students’ Perception</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(The use of humor in the English subject helps me to be able to think more creatively.)</td>
<td>A</td>
<td>42 32.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA</td>
<td>58 44.3%</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Pemakaian humor dalam pelajaran Bahasa Inggris membantu saya untuk menangkap ide dari suatu bacaan.</td>
<td>D</td>
<td>6 4.6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(The use of humor in the English subject helps me to catch/comprehend the idea from a passage.)</td>
<td>N</td>
<td>15 11.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>49 37.4%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA</td>
<td>61 46.6%</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Humor membuat saya semakin mudah mengerti apa yang disampaikan guru dengan bahasa Inggris secara lisan.</td>
<td>D</td>
<td>3 2.3%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Humor makes me feel easier to comprehend what the teacher says using English language.)</td>
<td>N</td>
<td>9 6.9%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>57 43.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA</td>
<td>62 47.3%</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Humor membuat saya lebih mudah fokus dalam menangkap informasi dalam Bahasa Inggris secara lisan.</td>
<td>D</td>
<td>8 6.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Humor makes me feel easier to focus on comprehending the information which is given using English language orally.)</td>
<td>N</td>
<td>10 7.6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>61 46.6%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA</td>
<td>52 39.7%</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Humor membuat saya lebih mudah fokus dalam menangkap informasi dalam Bahasa Inggris secara tertulis.</td>
<td>D</td>
<td>15 11.5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Humor makes me feel easier to focus on comprehending the written information.)</td>
<td>N</td>
<td>35 26.7%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>34 26%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA</td>
<td>46 35.1%</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Humor membuat saya menjadi tidak mudah lupa tentang informasi-informasi yang saya dapatkan dalam pelajaran Bahasa Inggris.</td>
<td>D</td>
<td>4 3.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Humor helps me to memorize the information which I get from the English subject.)</td>
<td>N</td>
<td>5 3.8%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>50 38.2%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SA</td>
<td>72 55%</td>
<td></td>
</tr>
</tbody>
</table>

SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree
The data of the second statement showed that 71 students (54.2%) strongly agreed, 39 students (29.8%) agreed, six students (4.6%) disagreed and none of them strongly disagreed with the research statement. The other 15 students (11.5%) chose neutral. It meant that most of the students felt more enthusiastic in learning English because the humor was implemented in the learning process. The teacher had the same perception with most of the students. He agreed with this second statement.

The third statement was about the perception that humor could make the subject become more fun. From the data, 94 students (71.8%) answered strongly agree and 34 students (26%) answered agree on their questionnaire. The other two students (1.5%) chose neutral and one students (0.8%) chose disagree to the statement. Meanwhile, the teacher strongly agreed with the research statement. It meant that both the teacher and most of the students were agreed that humor could make the subject become more fun.

The next statement was about the perception that humor could reduce the stress in comprehending the English subject materials. This fourth statement was strongly agreed by 84 students (64.1%) and agreed by 44 students (33.6%). The other three students (2.3%) chose neutral and none of them chose disagree and strongly disagree to this statement. It was clear that almost all of the students agreed that humor could reduce stress in comprehending the English subject material. Not only the students, but also the teacher agreed with the statement.

The data of the fifth statement showed that 46 students (35.1%) strongly agreed, 44 students (33.6%) agreed, eight students (6.1%) disagreed and none of
the students strongly disagreed with the statement. The other 33 students (25.2\%) were neutral. The results showed that most of the students agreed that humor could make the students become more confident to show their English skills. The teacher also had the same perception. He strongly agreed with the research statement.

The statement number six was about the perception that humor helps the students to be able to think more creatively. There were 58 students (44.3\%) who answered \textit{strongly agree} and 42 students (32.1\%) who answered \textit{agree}. Besides, 24 students (18.3\%) answered \textit{neutral}, seven students (5.3\%) answered \textit{disagree} and none of them answered \textit{strongly disagree}. Meanwhile, the teacher chose \textit{agree} to the research statement. The result showed that the teacher and most of the students agreed that humor could help the student to be able to think more creatively.

On the seventh statement, 61 students (46.6\%) strongly agreed, 49 students (37.4\%) agreed and 15 students (11.5\%) were neutral. Meanwhile, six students (4.6\%) disagreed and none of them strongly disagreed with the statement. It meant that most of the students (46.6\% and 37.4\%) agreed that humor could help the students to comprehend the idea of the passage. The teacher supported that perception. He strongly agreed with the seventh statement.

The eighth statement was about the perception that humor could make the students feel easier to comprehend what the teacher said in English. There were 62 students (47.3\%) who chose \textit{strongly agree}, 57 students (43.5\%) who chose \textit{agree} and nine students (6.9\%) who chose \textit{neutral}. The rest 3 students (2.3\%)
chose disagree and no student chose strongly disagree to the research statement. Meanwhile, the teacher strongly agreed with this eighth statement. It meant that the teacher had the same perception with the most of the students.

The next statement was about the perception that humor could help the students to focus on comprehending the English information which was given orally by the teacher. This ninth statement was strongly agreed by 52 students (39.7%) and agreed by 61 students (46.6%). Besides, there were 10 students (7.6%) who chose neutral, 8 students (6.1%) who chose disagree and none of them who chose strongly disagree. The teacher had the same perception with the students who agreed with this research statement. He chose strongly agree.

The results of the research number ten were 46 students (35.1%) who answered strongly agree, 34 students (26%) who answered agree and 35 students (26.7%) who answered neutral. The other 15 students (11.5%) answered disagree and one student (0.8%) answered strongly disagree. It showed that most of the students agreed that humor could help the students to be more focus when they try to comprehend the English written information. The teacher also agreed with the research statement.

The last statement was about the students’ and teacher’s perception that humor could help the students to memorize the information which they have got from the English subject. The results showed that 72 students (55%) strongly agreed, 50 students (38.2%) agreed and 5 students (3.8%) were neutral. Meanwhile, four students (3.1%) disagreed and none of the student strongly
disagreed with this statement. The teacher also strongly agreed with the research statement.

2. Findings in the Qualitative data

The qualitative data was obtained from the interview which was conducted to the ten students from five different classes. The interview was used by the researcher as the follow up of the questionnaire. It was also used as the triangulation of the first instrument. From the questionnaire result, the researcher found some interesting answers from the students. To clarify the information and obtain the deeper perception of those interesting answers, the researcher conducted the interview. The interview had two major parts. They were the students’ and teacher’s perception of the humor implementation and the perception of the advantages of humor implementation.

a. The Students and Teacher’s Perception of the Humor implementation in the Classroom

The first major part discussed both the students’ and the teacher’s perception toward humor, which was implemented by the teacher. The researcher tried to get this data by providing two guiding questions. They were the questions number one and seven. However, in the process of interviewing the research participants, the researcher could also obtain the data about this topic from the question number two, four and five. From the data which was gathered, there were two themes for the first major parts. They were the ways of the implementation and the influential factors.
1) The Ways of The Implementation

According to the data, the teacher implemented the humor in some ways. The teacher did not use the same humor in every meeting. He often changed his humor. The students’ perceptions were expressed in the following part.

“Ganti-ganti mas humornya, tapi tahu-tahu terus nyambung ke materinya”. (Student 5)

(The humor is often changed, but suddenly the humor could be related to the material)

“Ya gitu, sering ngelucu di kelas mas. Humornya ganti-ganti sih mas”. (Student 6)

(Just like that, he often gives humor in the class. The humor is often changed).

The teacher usually implemented humor spontaneously. However, there was some humor which had been planned by the teacher. The data was shown by the teacher as follows.

“Iya, kebanyakan memang spontan, tetapi ada juga yang memang sudah saya rencanakan sebelumnya. Jadi sebelum mengajar saya sudah punya beberapa stok humor yang nantinya akan saya berikan pada saat-saat tertentu yang kira-kira pas dengan konteksnya.” (Teacher)

(Yes, most of the humor is spontaneous, but there is also humor which I have planned before. Therefore, before I teach I have some stock of humor which I can implement later in the certain times related to the context).

Usually, the teacher implemented his humor through a funny story. The teacher used it as the brainstorming of a material. The results of the interview were shown by the students 7 and 8 as follows.

“Biasanya humornya lewat cerita gitu terus disambungkan dengan topik.” (Student 7)

(Usually the teacher implements his humor through the story, and then the teacher related that story to the topic.)

Kalau biasanya itu, sebelum kita baca teks kita diceritain, kalau nggak ditanyain dulu, eh nggak tauinya ternyata itu garis besar dari teks yang mau
Before we read the passage, the teacher usually told a story or we were asked some questions first. Actually, it became the introduction of the passage. Sometimes, the story and questions made me laugh.)

Besides using story, the teacher also implemented the humor by using the slang words. The teacher used the words which other teachers seldom used and the students never imagined before. The data was expressed by the students 1 and 2 as follows.

"Kadang juga pakai tulisan. Tulisannya pakai bahasa-bahasa gaul anak jaman sekarang, jadi lucu, misal aja papaknya nulis ‘enjoy bingitss.’" (Student 2)

(Sometimes, the teacher also uses writing. In the writing, he uses the recent slang words, so that it becomes funny. One of the examples is the teacher writes “enjoy bingitss”.)

"Bapaknya itu sering pake kata-kata yang jarang diucapin sama guru mas, jadi nggak terduga, misal pas nyampein materi giving compliment gitu, gurunya tu ngastih contohnya aneh-aneh, masa ada kata ‘fuck you’, nah itu dijadiin contoh yang salah, mana itu ditulis di papan tulis lagi, tau kaya gitu kami semua langsung ketawa lah mas.” (Students 9)

(The teacher often uses the words which other teachers seldom used. It becomes unexpected. One of the examples is when the teacher gave the material about giving compliments; the teacher gave the strange example of it like the words fuck you as the wrong example. Even, those words were written on the whiteboard. Knowing that, we laugh spontaneously.)

The teacher implemented humor not only to deliver the material, but also to give an advice to the students. The results of the interview were expressed by the teacher and student 10 as follows.

"Biasanya saya melihat apa yang ada dan terjadi dikelas, lalu saya menyampaikan hal tersebut dengan humor. Misal ada anak laki-laki yang rambutnya terlalu panjang, jadi saya memperingatkan dia dengan cara humor, ‘wah mas, pantesan kamu itu jadi susah mikir, lha nutrisinya buat mikir udah kepake buat nambahin rambutmu terus’. Atau ketika ada anak yang tidak bawa buku pelajaran, saya bisa ngomong, Mbak, kamu tu nggak usah bawa buku, orang nggak bawa buku buat bisa pinter, nah apalagi kalau bawa buku’. Dengan begitu, saya bisa memberi nasehat kepada mereka tanpa harus marah-marah ataupun membuat mereka tersinggung.” (Teacher)

(Usually I see what happens in the class, and then I give a comment to what I have seen using humor. For example, there was a boy who has untidy hair.
Therefore, I told him that it is definitely hard for him to think. It is because the nutrition for him to think is used up for growing his hair. The other example is when there was a girl who did not bring the book. I told her that she did not need to bring the book. It is because even without the book, she is already smart. However, she will be smarter if she brings the book. By doing that, I am able to give advice to them without hurting their feelings.

“Bagusnya lagi tu kadang lewat humor itu bapaknya ngasih semacam nilai-nilai kehidupan buat kita gitu mas.” (Student 10)

(The other good things are the teacher gives us the value of life through humor.)

2) Influential Factors

In implementing humor in the teaching and learning process, there were some factors which influence the humor implemented by the teacher. Those influence factors could make the teacher’s humor become better or worse. Therefore, there is a need for the teacher to pay attention to these influence factors carefully. The first influential factor is the frequency of implementing humor.

The students enjoyed the humor when it was implemented in a learning process. However, humor could disturb the learning process if humor was implemented too much. The results of the interview were expressed by the students 3 and 5 as follows.

“Terbantu kok mas, asal nggak kebanyakan aja, kalau kebanyakan humornya, materinya jadi banyak yang nggak nyampe juga.” (Student 3)

(It is helpful, as long as it is not too often. If humor is implemented too often, there will be many materials which cannot be understood.)

“Nggak usah terlalu maksa, jadi nggak harus selalu pakai humor terus-terusan, tapi kalau humornya itu dipakai di timing yang pas pasti hasilnya lebih bagus.” (Student 5)

(Do not force to use too much humor; there is no need to always implement humor all the time. If the humor is implemented at the right time, the result would be better.)
Besides, the media which were used to implement humor also gave significance influence. In implementing the humor, the teacher often used film as the medium to support his humor. This medium is also able to relate the humor to the material. The students’ perceptions were expressed in the following part.

“‘Iya, pas itu pernah pakai film Spongebob juga. Asik sih mas, gampang nangkep materinya.’” (Student 4)

(Yes, the teacher has ever used Spongebob film. It was so fun and it was easy to comprehend the material.)

“‘Iya, kita ngerasa terbantu kalau pas guru itu nyetelin film lucu, kita jadi merasa tertarik dan di film itu tu ada materi pelajarannya yang bisa dipelajari juga.’” (Student 5)

(Yes, we think that it was so helpful when the teacher played the funny film. We became interested to focus on the learning process. Besides, there was the subject’s material which could be learnt from that film.)

The written passage became the other medium which the teacher used in implementing humor. The teacher told a story before he asked the students to discuss the passage together. The story has the function to give the big picture of the passage to the students. The data were shown by the teacher as follows.

“‘Yaa, kalau untuk itu biasanya sebelum siswa membaca teks bacaannya, saya mencoba memberikan gambaran besar dari isi teksnya terlebih dahulu kepada siswa, dan itu biasanya juga dengan humor.’” (Teacher)

(Before the students read the passage, I usually try to give the big picture from the passage first and I do that by implementing the humor.)

The students cannot enjoy the humor if the teacher could not find the new humor which is fresh for the students. For that reason, there is a need for the teacher to keep updating his humor by looking for many humor references. Most of the humor which was implemented by the teacher in a class has been getting from the television comedy shows and from his daily conversation. The teacher stated:
“Biasanya dari acara lawak-lawak yang ada di TV itu, kalau tidak ya dari humor-humor yang saya dapatkan kalau pas ngobrol-ngobrol dengan teman, dengan keluarga. Humor-humor itu biasanya saya simpan dan saya ingat, lalu saya bayangkan bagaimana kalau humor ini saya samapaikan kepada para siswa dengan konteks yang ada di kelas.” (Teacher)

(Usually, I learned the humor from the television comedy show and when I had chit-chat with my friends and family. I stored and memorized that humor, and then I imagined what if I implemented that humor to the students in the lesson.)

Although the teacher has implemented his humor using the interesting media and he was able to find good humor references, there are still some obstacles for the teacher. One of the obstacles which are faced by the teacher is his physical condition which is decreasing day by day. That physical condition influenced the teacher’s ability in producing the humor. The teacher stated:

“Selain itu tadi yaa kendala utamanya adalah karena saya ini sudah mulai tua jadi ketika kondisi fisik saya sedang tidak fit, lalu daya untuk menciptakan humor itu sendiri pun berkurang.” (Teacher)

(The main problem is my age, which is getting old. When my physical condition is not fit, my ability to create the humor is decreasing.)

Because implementing humor in a class was still debatable in the matter of the importance, the risk and the difficulties of implementing it, there were some paradigms which the teacher believed when he tried to implement the humor. The first paradigm is that there is a need to consider the students’ feeling on the humor which is implemented. The result of the interview was expressed by the teacher as follows.

“I have experienced that. It is because we should be careful to the humor, which we used in teaching. Do not let the humor offends the students and makes them become uncomfortable. Once, I have ever explained about the word fat and then
there was one student who felt that she was fat and she became offended. There was also when I explained about jail and suddenly there was a student who cried. After I investigated her, she cried because at that time one of her parents was a prisoner and nobody knew about that. So, in a hundred humor which have been implemented, there is a possibility for that case to happen. It was a risk, but we tried to take the risk as small as possible.

The second paradigm is the teacher should enjoy being a teacher first before he tries to make the students enjoy the learning process. The teacher stated:

“Ya harus senang jadi guru dulu. Dengan begitu nanti kita bisa enjoy dalam menagajar lalu setelah itu baru kita bisa mengimplementasikan humor. Kalau kitanya sendiri nggak senang jadi guru, nggak enjoy, yaa nggak akan bisa. Karena kita harus enjoy dulu baru kita bisa membuat orang lain enjoy juga.”

(Teacher)

(At first, we should be happy to be a teacher. Therefore, we can enjoy in teaching and after that, we are able to implement humor. If we were not happy to be a teacher, we would not be able to implement humor. It is because we should enjoy it before we make other people enjoy too.)

Other teachers may not implement the humor in their teaching because they are afraid that they will fail and feel ashamed at the end. However, it is different from the students’ perception. The students tend to enjoy the learning process with the teacher who implements humor and then fails rather than the teacher who never implements humor. The data was shown by the students 9 and student 2 as follows.

“Ya paling nggak gurunya udah nyoba pakai humor, jadi suasana kelasnya nggak tegang banget, mending lah daripada guru yang ngajar serius terus.”

(Student 9)

(At least the teacher has tried to implement humor, so the class atmosphere is not so tense. It is better than the teacher who is always serious in teaching.)

“Bagus sih, yah walaupun kadang nggak lucu tapi setidaknya gurunya udah berusaha pakai humor, jadi kita juga bisa tetep terhibur dengan menertawai ketidak lucuannya.”

(Student 2)

(It is good, although sometimes his humor is not funny. However, at least he has tried to implement humor. So, we are also able to feel entertained from his unfunny humor.)
Because of the paradigm above, there are many students who think that humor should be implemented by every teacher. The results of the interview were expressed by the students 1 and 2 as follows.

“Bagus banget dan bagi guru yang belum menggunakan humor, wajib nyoba!”
(Student 1)

(It was great and for the teachers who do not implement humor yet. They should try it.)

“Iya, patut banget dicoba mas, dan bagi yang udah nerapin humor, lanjutkan!”
(Student 2)

(Yes, it is worthy to be tried, and for the teacher who has implemented humor, go on!)

b. The Perception of the Advantages of Humor Implementation in the Classroom

The second discussion topic was about the students’ and teacher’s perception of the use of humor implementation in the Classroom. The guiding questions which were used by the researcher to obtain the data were the question number two, three, four, five and six. There were two themes which could be identified from the second discussion topic. That was building the students’ positive feeling and supporting the students’ receptive skills.

1) Building the Student’s Positive Feeling

The second theme of this discussion was dealing with the student’s positive feeling. Making an effective learning process for the student could not be separated from building their positive feeling. It was because the students’ feeling could influence the effectiveness of teaching and learning process so much. If the teacher could build and maintain the student’s positive feeling, it could help both
the teacher and the students to do the teaching and learning process well. The students’ feeling could be built by implementing humor in the classroom.

Implementing humor could help the teacher to build the students’ positive feeling because the students could enjoy their learning process. The results of the interview were expressed as follows.

“Iya, soalnya kita happy mas, nggak males buat belajar dan senengnya jadi terfokus ke pelajaran, jadi gampang paham deh.” (Student 4)

(Yes, it is because we are happy. We are not lazy to learn and we can focus our happiness on the material, so we are able to comprehend the material easily.)

“Iya, kenapa kok kita jadi gampang paham soalnya kitanya nyaman sama suasana kelasnya.” (Student 7)

(Yes, the reason why we could comprehend the material easily was because we felt comfortable the class atmosphere.)

“Kalau untuk resmi siswa bilang senang atau tidak, memang saya belum tahu karena saya belum pernah mengadakan penelitian tentang itu. Tapi dilihat dari kondisinya kalau saya terlalu serius maka mereka juga ikut serius lalu ada kecenderungan untuk tegang dan akhirnya ilmu pengetahuan dan keterampilan yang saya berikan jadi tidak dapat diserap dengan baik.” (Teacher)

(I do not know yet whether the students are happy. It was because I have not done the research about that before. However, if I see the condition when I am too serious, the students were also too serious and they tend to feel tense. Finally, the knowledge and skills which I gave to them could not be absorbed well.)

In the interview, the teacher also gave the suggestion for the other teachers about how to treat the students. The teacher stated:

“Saraninya ya yang paling utama itu jangan sampai kita marah-marah pada siswa. Kita harus bisa mengemas rasa marah itu menjadi suatu cara yang akhirnya bisa menyampaikan maksud kita tanpa marah-marah, itu, jangan sampai kita sebagai guru marah-marah pada siswa. Yang kedua, jangan selalu menagih-nagih atau meminta pertanggung jawaban siswa, kalau seperti itu nanti siswa akan terlalu merasa tertekan dan pada akhirnya merasa tidak nyaman.” (Teacher)

(The main suggestion was we should not scold the students. We should be able to express our anger in an appropriate way, so that we could deliver our meaning without scolding them. Second, we should not always dun the students’ task or always ask their responsibility. If we do that, the students would feel under pressure and finally they do not feel comfortable.)
Besides making the students able to enjoy, implementing humor was also able to make the relationship between the teacher and the students closer. It could help the teacher to build the students’ positive feeling. The results of the interview were shown by the students and the teacher as follows.

“Kita jadi suka sama gurunya mas, kalau udah suka sama gurunya terus buat suka sama pelajarannya jadi lebih gampang.” (Student 8)

(We were able to like the teacher, if we have liked the teacher, it would be easy for us to like the subject.)

“Kita jadi ngerasa lebih deket sama hapaknya mas, jadi kalau mau tanya apa gitu nggak takut duluan.” (Student 9)

(We felt that we were closed with the teacher. So, we were not afraid when we wanted to ask something.)

“Ya kan dengan humor ini seakan-akan hubungan guru dan siswa ini menjadi hubungan pertemanan. Selain itu, dengan humor, siswa juga jadi tidak takut dengan saya ketika mereka punya pertanyaan, mereka tidak takut untuk bertanya kepada saya. Dan itu memudahkan saya untuk bisa mentransfer ilmu pengetahuan yang ingin saya berikan.” (Teacher)

(By implementing humor, the relationship between the teacher and the students is like friendship. Besides, by implementing humor, the students are not afraid to ask me when they have questions. It helps me to transfer the knowledge which I want to give.)

The last reason why humor was able to build the students’ positive feeling was because the humor was able to make the students fresh in making the learning process. The students’ perceptions about the reason above were expressed as follows.

“Iya mas, kita jadi fresh tapi tetep berguna, soalnya tetep dapet materi pelajarannya juga.” (Student 6)

(Yes, we felt fresh, but it was still useful. It is because we could still get the subject material too.)

“Bagus, intinya yang penting bikin fresh.” (Student 1)

(Good, the important thing is it could make us fresh.)
2) Supporting the Students’ Receptive skills

Implementing humor as the teaching technique brought benefits to the students in term of supporting their receptive skills. There were some reasons which could make humor able to do that. The first reason was that implementing humor could help the students to develop their memory. The students’ perceptions about the reason above were expressed in the following part.

“Iya mas, jadi tiba-tiba bisa inget sama materi pelajaran yang pernah disampaikan dengan humor, terus tahu-tahu, “oooohhh, yang itu….” gitu mas.” (Student 6)

(Yes, I can suddenly memorize the materials which have been ever taught by implementing humor, and then I said, ‘ah-ah, that’s it…’, just like that.)

“Iya mas, ngebantu kok, jadi nggak gampang lupa.” (Student 8)

(Yes, it is helpful. I don’t forget the materials easily.)

Besides developing the students’ memory about the subject material, implementing humor is also able to develop the students’ focus. The students’ perceptions which stated that humor could develop their focus were expressed by the students 2 and 7 as follows.

“Bikin pelajarannya jadi lebih enak dipelajari. Kalau pelajaran itu yang diperhatikan guru nya, soalnya guru nya menarik, jadi nggak pada ramai sendiri dan bisa fokus ke apa yang diomongin gurunya.” (Student 2)

(It made the subject material more enjoyable to be learnt. In the learning process, the teacher was being the center of attention because he was interesting. So, the students will not chaos and be able to focus on what the teacher said.)

“Otaknya jadi lebih fresh, jadi kita konsentrasi dan fokus ke pelajarannya jadi bisa lebih lama.” (Student 7)

(The brain will be fresher, so our concentration and focus on the subject material will be longer.)

When the students’ memory and focus were developed, they could able to comprehend the material faster and easier. The students’ and teacher’s perceptions
which expressed that implementing humor could make the students able to comprehend the idea of the English learning material faster and easier could be seen in the following transcript.

“Kalau humor nya berkaitan dengan materi, kita jadi lebih gampang paham mas, soalnya otak kanan sama otak kiri kita bisa kerja seimbang.” (Student 3)

(IF the humor was related to the material, we could comprehend the material easier. It was because the right and left brain work in balance.)

“Kalau dalam teori repetition kan siswa membutuhkan sekitar 20 kali pengulangan sampai akhirnya nanti dia dapat benar-benar ingat dan mengerti, tetapi dengan humor ini, karena memang penyampaianya jadi lebih menarik bagi siswa, pengulangan itu dapat lebih dikerang. Itu karena dengan humor, kita bisa memperbesar kesan pada suatu hal untuk dapat lebih mudah diingat, kan kita bisa mengingat suatu hal dengan lebih mudah kalau hal tersebut berkesan bagi kita.” (Teacher)

(In the theory of repetition the students need around twenty times of repetition to make them finally able to memorize and comprehend. However, by implementing the humor, because of the way of teaching was more interesting for the students, those repetitions could be reduced. It was because humor could give the impression toward something to be memorized. We were able to memorize better about something when we have the impression about that thing.)

By implementing humor, the teacher can develop the students’ pronunciation skill. It is because the students’ receptive skill, especially listening skill, had been supported. It makes the students able to listen the way to pronounce a word well. The results of the interview expressed by the students and the teacher are as follows.

“Iya mas, jadi ada beberapa kata yang diperjelas banget cara ngucapinnya, apa itu namanya? pronunciationnya. Misal pas kita salah baca, gurunya benerin tapi pelan-pelan banget,” (Student 1)

(Yes, so there were some words which were stated so clearly. What is the name of it? Pronunciation. For example, when we read not in a wrong way, the teacher corrected us, but it was so slow.)

“Iya, terutama dalam hal pronunciation. Jadi ketika siswa membaca suatu kata yang belum mereka ketahui, biasanya mereka salah mengucapkannya dan itu kita tidak boleh langsung menyalahkan, tetapi kita membenarkan dengan cara humor itu tadi.” (Teacher)
(Yes, especially in the matter of pronunciation. When the students read a word which they have never known before, they usually have wrong pronunciation and we should not blame them, but we correct them by implementing humor.)

B. Discussion

In this section, the researcher would discuss the findings, which the researcher has got from the research and relate them to the theory. Besides, the researcher would combine the students and teacher’s perception about the use of humor with the teacher’s humor implementation. By doing this, the researcher could discuss further how humor affects the learning process and how it is finally able to support the students in comprehending the material. It would lead the researcher to be able to discuss and find out to what extent humor can support the students’ comprehending of the English subject material. From the findings, the researcher could divide this section into three topics of discussion. The first two topics were discussed to answer the problem formulation. They were building the student’s positive feeling and improving the students’ comprehension skill. Further, the third topic presented the conditions which make humor implementation become beneficial.

1. Building the Students’ Positive Feeling

After conducting the research, the researcher found that the emotion which the students have on the learning process would affect their ability to comprehend the material. According to the findings, both the teacher and the students agree that what the students feel in their learning process would determine how well the comprehension skill that they have at that time. It is same with Dieter’s (2014)
theory. He states that the students’ feeling can affect the atmosphere of the learning process. It can determine whether the teaching and learning process will be worked well, effective and conducive.

The theory above becomes SMA N 6 English teacher’s consideration to build the effective learning process for his students. He implements humor in his teaching process. Pamela Matway emphasizes in McNeely’s (2014) essay that humor must be used in the classroom. It is because humor has the power to make the students eager and engaged in their learning process. Shade (1996) states that implementing humor in the classroom will bring a lot of benefits to the students. Those benefits are the students’ self-esteem enhancement, improved motivation in the learning activity, stress reduction, anxiety reduction, other health advantage.

In the following part, the researcher would discuss further about the benefits of implementing humor in the classroom, which were felt by the X grade of SMA N 6 Yogyakarta students.

a. Humor Makes the Students Able to Enjoy the Learning Process

The students could enjoy the learning process when the subject which they have is fun, not boring and fresh. According to the findings, the tenth grade students of SMA N 6 Yogyakarta feel that humor could make them able to enjoy the learning process. Darmansyah states in his book that the students would be able to comprehend the material well when they could enjoy their learning process (Darmansyah, 2011). Vail supports that theory by stating that the students’ knowledge often flies out of their grasp when they are scared (2014).
In order to make an effective learning process, the SMA N 6 English teacher often implements humor in the students’ learning process. Darmansyah (2011) states that the effective learning process can be done if the students enjoy their learning process. According to the findings, implementing humor can make the students enjoy their learning process. Darmansyah (2011) states that humor could be implemented in the learning process by using cartoon picture, humorous short story, cartoon movie, funny examples of the material, funny questions. Those examples were also used by the SMA N 6 English teacher.

**b. Humor could Reduce the Students’ Stress in Comprehending the English Subject Material**

Reducing the students’ stress and anxiety in their learning process is very important. It is because those negative feelings can make the students feel difficult to comprehend the material. Vail (2014) states that the students’ knowledge often flies out of their grasp when they are scared. Because of that, there is a need for the teacher to reduce the students’ stress and anxiety. According to relief theory, humor can happen when there is someone who add a little levity to a tense situation or discussion (Shade, 1996). This relief humor allows everyone to laugh for a moment and break away from the topic for a while. It makes humor able to reduce the students’ stress in the learning process. Those theories is proved by the SMA N 6 Yogyakarta students and teacher’s answer in their questionnaire and interview. The students thought that humor which is implemented by their teacher in the classroom can reduce their stress and anxiety. The teacher was also agree
with that statement. Both the students and the teacher had the same perception that humor could help the students to be able to comprehend the material easier.

c. **Humor could Encourage the Students to Be More Active in the Learning Process.**

Engaging the students in the learning process can make the learning process become effective. McNeely (2014) states that including humor in the classroom is an effective strategy to engage the students and activate learning. The reason why humor has the power to engage the students is because when the teacher implements humor, the students feel close to the teacher. O’Neill (2009) states that the positive relationship which is built by the teacher with their students could give good impact for the student’s learning process. The students become more confident to speak up and show their English skill. Besides, they are not afraid to ask a question to the teacher when they have not understood the materials yet. Those conditions might happen because the students feel engaged in the learning process. As the result, the students’ learning process becomes effective.

2. **Supporting the Student’s Receptive Skills**

Besides building the students’ positive feeling in doing the learning process, implementing humor is also able to support the students’ receptive skills. It could be seen from the findings and theories which state that humor gives the students some supporting skills which could help them in comprehending the English subject material. Those skills would be discussed in the following part.
a. Support the Students in Comprehending the Idea of the English Information Both in Written and Oral Context

Comprehending the idea of what the teacher says in English is an ability which should be mastered by the students. It is because the students will not be able to comprehend the material which is delivered by the teacher if they cannot understand what their teacher is talking about. However, it will take so long time to make the students able to understand what the teacher says word by word. Because of that, the students tend to try getting the idea of what their teacher talking about rather than translating it word by word. To be able get the idea, the students need to have the good receptive skills. Al-Jawi (2010) states that the teacher can support the students’ receptive skills by using contextual clues in delivering the passage. It enables the students to derive the meaning of the passage although the passage consists of some unfamiliar words. It can be done by considering the context which is being discussed. Besides, in order to support the students’ receptive skills efficiently, the context of the material which is used in the learning should be authentic with the students’ social context (Al-Jawi, 2010).

Implementing humor can help the students to be able to find the idea of the message or information which is given to them. It is because humor is near with the students’ social context. Something could be seen as the humor if the audience could relate the joke which is given to the social context whose the audience has at that time so that they would feel amused and laughing at that humor (Jonas, 2004). It will challenge the students as the audience and their creative thinking will be improved. This theory is also supported by Shade (1996) who states in his
theory that implementing humor can enhance the students’ creative thinking. The students’ creative thinking will support them in finding the idea in both written and oral context of English information. When the teacher implements his humor in the learning process, the students can use their creative thinking to find the relation between their social context and what their teacher said. As the result, although the students do not know the meaning of each word which have been stated by the teacher, but they know the idea of it. It is because the students can relate what their teacher says in their social context which has already closed with them.

From the discussion above, it is clear that by implementing humor, the teacher can help the students to comprehend the idea of the English information not only in oral but also in the written context. Deiter (2011) states that humor has the ability to deliver the message or the information effectively and easily through anecdote, caricature, joke, cartoon, and many other ways both in written and oral context. According to the findings, the SMA N 6 teacher implements his humor by giving jokes and funny stories when he explains the materials. One of the examples is when the teacher teaches the students how to pronounce a word correctly. When the teacher explains it by implementing humor, the students think that they are able to comprehend the way to pronounce that word. Besides, he also implements humor to give the brainstorming before the students read a passage. Because of that, the students are able to comprehend the idea of the material easier rather than when humor is not implemented in the learning process.
b. Support the Students in Maintaining Their Focus in the Learning Process

For many teachers, implementing humor is considered as the activity which can disturb the learning process. Deiter (2014) states that one of the reasons why there are many teachers do not want to implement humor is because they consider that teaching is a serious business and humor is not expected to happen in the teaching process. It will make the students not focus on the subject materials and the teacher’s explanation. However, what the researcher found in his research was different from the perception from many teachers above. The tenth grade students of SMA N 6 Yogyakarta think that humor does not disturb their learning process, even they feel that humor can help them to maintain their focus.

In the teaching and learning process, the students should pay attention to the teacher’s explanation. The problem begins when the students feel bored to that explanation. They will tend to find the activity which is interesting for them and make them able to enjoy. It makes them not focus on the subject materials. Al-Jawi (2010) states that the students will read and listen with commitment and concentration if the material is interesting for the students. By providing the interesting topic in the subject material, the teacher can get the students engaged in the learning process.

Implementing humor in the learning process is an appropriate strategy to make the subject material becomes interesting. Deiter (2011) states that humor is one of the effective ways to grasp the attention. By implementing humor, the students will be interested in what the teacher said and it is easier for the teacher to deliver the materials when the students focus on what he says. Besides, the
teacher can grasp the students’ attention by implementing humor with other forms. According to Shade (1996), there are many different forms of humor, such as figural, verbal, visual, and auditory. When the students are able to maintain their focus, it will also help them to be able to comprehend the material easier.

c. Support the Students in Memorizing the Material Better

The ability to memorize the materials is a very important ability to support the students’ receptive skills. Al-Jawi (2010) states that in order to support the students’ receptive skills, the teacher can use the pre-teaching vocabulary and auditory memory drill. Those two activities enable the students to develop their receptive skills in order to comprehend the material better. However, those two activities need a good memorizing skill from the students. When the teacher uses pre-teaching vocabulary, the students need to memorize the vocabulary list which the teacher gives before giving the passage. It enables the students to be able to understand the meaning of the passage given by the teacher. When the teacher uses auditory memory drill, the students are trained to be able to memorize the information from what they have listened and understand the meaning of it.

By implementing humor in the classroom, the students can feel supported in memorizing both vocabulary and information. It is because when the teacher implements humor, he says something which the students do not expect to hear it in their common conversation in the classroom, even in the daily life context. According to the incongruity theory, humor can be implemented by telling unexpected thing to be heard by the students (Shade, 1996, p. 11). That theory is supported by Jonas in his theory about the variables of humor, especially novelty.
variable. Jonas (2004) stated that novelty variable means that if something is unique or out of the ordinary, then there could be a great possibility for humor. It can be presented in the form of contradiction, understatement, exaggeration, surprise, reversal, ludicrous, or totally unreal.

One of the examples which the SMA N 6 teacher has done is he often uses the slang words when he delivers the material. Those slang words are strange for the students because they hear it when they do their learning process. However, because of that strangeness, the students feel easy to memorize it. This analysis is strengthened by Deiter’s (2011) theory which stated that humor is one of the effective ways to grasp the attention and improve the students' memory.

3. The Conditions which Make Humor Implementation Become Beneficial

From the previous two topics, the problem formulation has been answered clearly. Besides answering the problem formulation, the researcher obtained a very important finding as the further explanation of the problem formulation’s answer. It is about the consideration of the English teacher and the tenth grade students of SMA N 6 Yogyakarta in implementing humor, so that they are able to get those benefits from humor implementation. According to the findings, the students can get the benefits above when humor is implemented in the learning process under these conditions:

a. The Frequency of Implementing Humor is Moderate

In the discussion above, there are a lot of benefits which can support the students to comprehend the material when humor is implemented. However, if the teacher does not be careful in implementing his humor, that humor can disturb the
students’ learning process. The frequency of implementing humor can determine whether the humor which is implemented is supporting or disturbing the students in doing their learning process. It is very important to implement the humor in the right time, so that the humor could be implemented effectively (Darmansyah, 2011). It means that in order to support the students’ comprehension skill by implementing humor, the teacher does not need to implement humor all the time. According to the findings, the students are able to comprehend the material easier when the teacher can implement the humor in the right time.

b. The Humor which is Implemented is Related to the Material

Learning language cannot be separated from learning the social context where that language is used. It is same as humor. There is a need to understand the audience’s social context in implementing humor. Jonas (2004) states that something could be seen as the humor if the students could relate the joke which is given to the social context whose they have at that time so that they would feel amused and laughing at that humor. So, it is very possible to relate the humor with the English language subject material. It is because both of them are close with the students’ social context. There are so many materials in the English subject which could be used to implement humor. The teacher could relate the materials in the social context which exist in the students’ society and make it become a joke in order to support the students in comprehending the material.
c. The Teacher can Follow the Humor’s Progress which Always Changed by the Time

Like the social context which always changing, humor is always changing too. Humor changes as new information is discovered and each generation develops its own nuances within the culture (Jonas, 2004). To be able to make the student feel fresh and amused with the humor, there is a need for the teacher to always keep updating the humor. There are so many references of humor which can be used by the teacher. According to the findings, the SMA N 6 English teacher gets the references of his humor from the television comedy program and from his daily conversation with the people around him. Jonas (2004) stated that humor is a natural, daily activity for teacher and leaders to enhance their effectiveness.

d. The Teacher Considers the Students’ Feeling in the Process of Implementing Humor

Although there are many theories which state that the existence of humor in the learning process is important, but there are still many teachers who have the misunderstanding toward humor implementation. Deiter (2014) states that one example of the misunderstanding facts about humor implementation is humor telling jokes or physical comedy which can harass the students. According to the findings, it is true that implementing humor has the risk of harassing the students if the teacher is not be careful in choosing the humor. However, that problem can be accomplished if the teacher has the appropriate way to implement the humor. Jonas (2004) stated in implementing the humor, it is important for the teacher to
consider the degree of detachment variable. The basic concept of this humor variable is people could laugh more when they are not a part of that humor. It means that the teacher can avoid the risk of harassing the students when implementing humor by do not include them in a part of the humor which is used.

e. The Teacher Enjoys Being a Teacher

It is impossible if there is a teacher who wants to make the students able to enjoy his teaching, but he himself does not enjoy his teaching process. Because of that, there is a need for the teacher to feel enjoys his role as a teacher. According to the findings, the reason why the SMA N 6 English teacher can do his teaching process well is because he can enjoy his role as the teacher. Having the good atmosphere in the teaching and learning process as the strategy to build a positive feeling is not only important for the students, but also fro the teacher. According to Deiter (2014), the atmosphere of the classroom should be fun for both the students and the teacher. It will make them able to enjoy their own role. The students can enjoy their role to study and the teacher can enjoy his role to teach.

However, there are still many teachers who do not want to implement humor in their teaching, although humor is able to build the positive feeling for both the students and the teacher himself. According to Deiter (2014), there are some reasons why the teachers do not want to include humor in their teaching. The first reason is the teachers feel that they are not trained to use humor because using humor in the classroom is not a part of any curriculum. Second, they believe that using humor in the classroom requires a professional skill as the comedian in which teacher is not trained to have that kind of skill. According to the findings,
the tenth grade students of *SMA N 6 Yogyakarta* do not agree if the teacher does not want to implement humor because of the reasons above. They think that humor should be implemented in the learning process. Although the teacher fails in his struggle to include humor, the students prefer to have the teacher who is trying to be humorous and fail rather than the teacher who never tries to be humorous at all.
CHAPTER V

CONCLUSIONS, LIMITATIONS AND RECOMMENDATIONS

This chapter consists of three major parts. That is conclusions, limitation of the study and recommendations. The conclusions part presents the summary and conclusions from the major findings which are discussed in the previous chapter. The limitation of the study part presents the weaknesses and the importance of this study. This second part becomes the background of the next part. The third part is the recommendations part. It presents the suggestion for the students, teachers, teacher candidates and future researchers.

A. Conclusions

This research is conducted to find out to what extent humor can support the students’ understanding of the English learning materials. That research problem was answered by distributing the questionnaires and interviewing the research participants. According to the result, there are two fields which show to what extent humor can support the students to understand the learning material.

The first field is humor can support the students’ understanding by building their positive feeling. When the students have the positive feeling in their learning process, there are many benefits which they can obtain. Those benefits are enjoying in doing learning process, reducing the students stress and encouraging the students to be more active in class.
The second field is humor can support the students’ understanding by supporting the students’ receptive skills. By implementing humor in the classroom, the teacher can support the students’ receptive skills in order to help the students understand the material. The teacher can support the students in comprehending the idea of the English information both in written and oral context, maintaining their focus in doing the learning process and memorizing the material.

From the research which had been conducted, the researcher not only found the research problem answer, but also the conditions of the humor implementation in *SMA N 6 Yogyakarta*. Those conditions make the students and the teacher able to get the benefits of implementing humor in the classroom. There are five conditions which the research participants have in the process of humor implementation. The first two conditions are related to the way of humor implementation which is used by the teacher. They are the frequency of the humor implementation is enough and the implemented humor is related to the material. The next three conditions are related to the teacher’s personality. Those conditions are the teacher enjoys being a teacher, he wants to follow the humor’s development and the last is he wants to consider the students’ feeling.

**B. Limitations**

The research which had been conducted by the researcher has a weakness. There is a research procedure which the researcher could not do because of the time constraint. The students of *SMA N 6 Yogyakarta* had the schedule to face the
final exam. The researcher only had two weeks to conduct the research before the final exam began. Because of that, the researcher could not do the pilot survey to test the validity of the questionnaire.

However, although the researcher could not do the pilot survey, he had consulted the questionnaire with the advisor and got his acceptance to distribute the questionnaire. Besides, the researcher also had the blueprint of his questionnaire as the background theory of each statement in the questionnaire. As the result, the findings which the researcher obtained from the questionnaire were able to answer the problem formulation. The result of this research could give many benefits and recommendations for them who will deal with this study to support the students to be able to learn in the more effective way.

C. Recommendations

After conducting the research, the researcher pointed out several things to be concerned and proposed some recommendations for the students, teacher, teacher candidates and future researcher. Those recommendations can be used to improve the result of this research in order to support the students’ understanding of the English learning material. The recommendations are as follows.

1. The Students of Sekolah Menengah Atas Negeri 6 Yogyakarta

The tenth grade students of SMA N 6 Yogyakarta are recommended to be more proactive in the learning process. The teacher has done his job by implementing humor in the classroom to make the students feel enjoy. The students need to support their teacher’s action. The students can support the
teacher by being cooperative with him. They should be brave to give the suggestion for the teacher about the humor which is implemented by the teacher. Besides, they respect their teacher’s effort in implementing humor. By doing that, the teacher is able to implement the humor appropriately, so that it will support the students in understanding the learning material.

2. The Teachers of Sekolah Menengah Atas Negeri 6 Yogyakarta

There is a need for the teachers to implement humor in their teaching process. It is because humor can support the students in comprehending the English subject material. Besides, there are some conditions which should be considered by the teachers who want to implement humor. Those conditions have been summarized in the conclusions.

3. The Teacher Candidates

As the teacher candidates, the ELESP students should learn a lot of teaching approaches, teaching methods and teaching techniques. It should be done by the teacher candidates in order to make them able to find the appropriate way to teach their real students later. The knowledge of this study about humor implementation to support the students in understanding is very important for the teacher candidates. They will be able to realize that the existence of humor in teaching and learning process has significant role to build an effective learning process for the students. Therefore, the teacher candidates should try to implement the humor in their teaching later in order to support the students to be able to learn in the more effectively.
4. The Future Researchers

The study about humor implementation in teaching process has not been researched yet by any other researchers in Sanata Dharma University. It is the first time for this topic to be researched and discussed as the thesis. It means that there are still many fields from this topic which can be developed by the future researchers. The researcher recommends the future researchers to continue his research about this topic.

This thesis still has some weaknesses which should be fixed and there are many chances to make it deeper. The future researcher can conduct the research which is more focus on how humor can be implemented appropriately, how humor can support the young learner’s understanding and many others. Besides, the future researchers should be able to get other worthy findings from this topic. It can be done by researching this topic from other fields. The examples of those other fields are the humor’s development in education, the boundaries of implementing humor in the classroom and many other fields. Developing the result of this research should be done by the future researchers in order to find and build the most effective teaching and learning process.
REFERENCES


APPENDICES
APPENDIX 1: Letter of Permission from Dinas Perizinan

PEMERINTAH KOTA YOGYAKARTA
DINAS PERIZINAN
Jl. Kenari No. 56 Yogyakarta Kode Pos : 55105 Tel. (0274) 565241,515865,515866,562082
Fax (0274) 556241
EMAIL : perizinan@jogjatani.go.id
HOT LINE SMS : 081212752500 HOT LINE EMAIL : upik@jogjatani.go.id
WEBSITE : www.perizinan.jogjatani.go.id

SURAT IZIN

Membaca Surat
Dari Dekan FKIP - USD Yogyakarta
Nomor : 12/PnP/Kajur/JPBS/XI/2014
Tanggal : 11/11/2014

Mengingat
1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2012 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta,
4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerninta Kota Yogyakarta,

Diserahkan Kepada
Nama : GINONG PRATIDINA
Pekerjaan : Mahasiswa FKIP - USD Yogyakarta
Alamat : Mircan, Tromol Pos 29 Yogyakarta
Penanggungjawab : Conciliaus Lacs Mboato, M. A., Ed.D.
Keperluan : Melakukan Penelitian dengan judul Proposal : IMPLEMENTING HUMOR AS A TEACHING TECHNIQUE TO SUPPORT THE TENTH GRADE STUDENTS ENGLISH MATERIAL COMPREHENDING OF SMA N 6 YOGYAKARTA

Lokasi/Responden : Kota Yogyakarta
Lampiran : Proposal dan Daftar Perantara
Dengan Ketentuan
1. Wajib Memberikan Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Co. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menyampaia Tata terhub dan mendapat ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalihgunakan untuk tujuan tertentu yang dapat mengganggu kestabilitas Pemerninta dan hanya dipertakan untuk keperluan ilmiah
4. Surat ini hanya berlaku untuk waktu yang dipertikan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas

Kemudian diperlukan data paralel Pemerninta setempat dapat memberi bantuan segeranya.

Tanda tangan
Pemegang Izin
GINONG PRATIDINA

Tembusan Kepada :
Yth. 1. Walikota Yogyakarta (sebagai laporan)
2. Ka. Dinas Pendidikan Kota Yogyakarta
3. Kepala SMA Negeri 6 Yogyakarta
4. Dekan FKIP - USD Yogyakarta

Dikeluarkan di : Yogyakarta
Tanggal : 12/11/2014

An. Kepala Dinas Perizinan
Sekretaris

ENY RETNOKRATI, SH
NIP. 196303031888032004
APPENDIX 2: Letter of Permission from ELESP to Dinas Perizinan

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA


Hal: Permohonan Ijin Penelitian

Kepada
Yth. Kepala Dinas Perizinan
Kota Yogyakarta

____________________________________

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama: Gineng Pratidina
No. Mhs: 1112140093
Program Studi: Pendidikan Bahasa Inggris
Jurusan: Bahasa dan Seni
Semester: 7 (genap)

untuk melakukan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Lokasi: SMA Negeri 6 Yogyakarta
Waktu: 15 November 2014, sampai 18 Desember 2014
Topik / Judul: Implementing Hummer as a Teaching Technique to Support the Teoch Grade Students’ English Material Comprehending of SMA Negeri 6 Yogyakarta

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 11 November 2014
u.b. Dekan,
Ketua Jurusan
Pendidikan Bahasa dan Seni

P. Kuswandiono, Ph.D.
NPP. P. 1665

Terimbasan Yth:
1. Dekan FKIP
2. Dekan FKIP

Mtcmon, Tretomel Pos 29 Yogyakarta 55002 Telp. (0274) 513301, 515332 - Ext. 1413 Fax (0274) 562383
website: www.uns.ac.id • info@uns.ac.id
APPENDIX 3: Questionnaire Blueprint for the Students and the Teacher

QUESTIONNAIRE BLUEPRINT

<table>
<thead>
<tr>
<th>No</th>
<th>Pernyataan</th>
<th>Teori</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saya merasa lebih mudah menangkap materi pelajaran dengan baik jika saya merasa nyaman dengan guru pelajaran tersebut.</td>
<td>O’Neill (2009) stated that the positive relationship which is built by the teacher with their students could give the good impact for the student’s learning process.</td>
</tr>
<tr>
<td>2</td>
<td>Saya sulit menerima pelajaran karena saya marasa takut pada guru atau tidak suka pada pelajaran tersebut.</td>
<td>It is because their own knowledge often flies out of their grasp when they are scared (Vail, 2014).</td>
</tr>
<tr>
<td>3</td>
<td>Saya berfikir bahwa bagi seorang guru, membaur dengan murid-muridnya adalah suatu keharusan.</td>
<td>It is because how the teacher build a positive relationship with their students gives the very significant impact in student’s learning process (O’Neill, 2009)</td>
</tr>
<tr>
<td>4</td>
<td>Suasana proses pembelajaran yang dibangun guru di dalam kelas sangat mempengaruhi keefektifan proses pembelajaran.</td>
<td>According to Deiter (2014), the atmosphere of the teaching and learning class or it could be said as the atmosphere of the classroom has the important role in this case. The atmosphere of the classroom could determine whether that teaching and learning process will be worked well, effective and conducive or not.</td>
</tr>
<tr>
<td>5</td>
<td>Saya mudah menangkap materi pelajaran ketika saya merasa senang.</td>
<td>Darmansyah stated that the effective learning process could be done if the students can enjoy their...</td>
</tr>
</tbody>
</table>
The students and teacher’s perception of the humor implementation

<table>
<thead>
<tr>
<th>No</th>
<th>Pernyataan</th>
<th>Teori</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dalam pelajaran, guru pelajaran saya menyisipkan beberapa humor.</td>
<td>Darmansyah stated that the effective learning process could be done if the students can enjoy their learning process and they can do their learning process happily (2011, p. 3).</td>
</tr>
<tr>
<td>2</td>
<td>Humor tidak mengganggu berlangsungnya proses pembelajaran.</td>
<td>Although the teacher fails in his struggle to include humor, the students prefer to have the teacher who is trying to be humorous and fail rather than the teacher who never try to be humorous (Deiter, 2014).</td>
</tr>
<tr>
<td>3</td>
<td>Saya lebih suka terhadap guru yang mencoba untuk memberikan humor walaupun gagal.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Saya tidak nyaman dengan guru yang sama sekali tidak pernah mencoba memberikan humor dalam pelajaran.</td>
<td></td>
</tr>
</tbody>
</table>

The perception of the advantages of humor implementation

<table>
<thead>
<tr>
<th>No</th>
<th>Pernyataan</th>
<th>Teori</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Humor mendorong saya untuk menjadi siswa yang lebih aktif di kelas.</td>
<td>Shade (1996) stated that implementing humor in the classroom can bring a lot of benefits, such as the students’self-esteem enhancement, improved motivation in learning activity, stress reduction, anxiety reduction, other health advantage, improving</td>
</tr>
<tr>
<td>2</td>
<td>Dengan adanya humor di dalam proses pembelajaran, saya semakin semangat untuk belajar bahasa Inggris.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Humor yang diterapkan dalam pelajaran Bahasa Inggris membuat</td>
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<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Humor dapat membantu saya mengurangi stress dalam memahami materi-materi Bahasa Inggris.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Humor membuat saya semakin berani menunjukkan kemampuan berbahasa Inggris saya.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Penggunaan humor dalam pelajaran Bahasa Inggris membantu saya untuk lebih dapat berfikir kreatif.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Pemakaian humor dalam pelajaran Bahasa Inggris membantu saya untuk menangkap ide dari suatu bacaan.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Humor membuat saya semakin mudah mengerti apa yang disampaikan guru dengan bahasa Inggris secara lisan.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Humor membuat saya lebih mudah fokus dalam menangkap informasi dalam Bahasa Inggris secara lisan.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Humor membuat saya lebih mudah fokus dalam menangkap informasi dalam Bahasa Inggris secara tertulis.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Humor membuat saya menjadi tidak mudah lupa tentang informasi-informasi yang saya dapatkan dalam pelajaran Bahasa Inggris.</td>
<td></td>
</tr>
</tbody>
</table>

Deiter (2011, p. 72) stated that humor has the ability to deliver the message or the information effectively and easily through anecdote, caricature, joke, cartoon, and many others ways both in written and oral context.

Deiter (2011, p. 91) stated that humor is one of the effective ways to grasp the attention and improve the students memory.
APPENDIX 4: The Questionnaire for the Students

KUESIONER SISWA

Saya yang bertanda tangan di bawah ini menyatakan bahwa saya telah mengisi kuesioner ini secara sadar, sejujur-jujurnya, dan tanpa ada paksaan dari pihak mana pun.

Nama : 
Sekolah : 
Kelas/No.absen : 

Tanda tangan,

( )

NB: Data diri dari semua responen hanya akan dipergunakan untuk kepentingan penelitian dan tidak akan disebarluaskan tanpa ijin langsung dari responden yang bersangkutan.

Berilah tanda centang (✓) pada kolom SS (Sangat Setuju); S (Setuju); N (Netral); TS (Tidak Setuju); STS (Sangat Tidak Setuju) yang paling mewakili pendapat Anda dari setiap penyataan yang diberikan.

The role of emotion in teaching learning process

<table>
<thead>
<tr>
<th>No</th>
<th>Pernyataan</th>
<th>STS</th>
<th>TS</th>
<th>N</th>
<th>S</th>
<th>SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saya merasa lebih mudah menangkap materi pelajaran dengan baik jika saya merasa nyaman dengan guru pelajaran tersebut.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2</td>
<td>Saya sulit menerima pelajaran karena saya marasa takut pada guru atau tidak suka pada pelajaran tersebut.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Saya berfikir bahwa bagi seorang guru,</td>
<td></td>
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</tbody>
</table>
membaur dengan murid-muridnya adalah suatu keharusan.

4 Suasana proses pembelajaran yang dibangun guru di dalam kelas sangat mempengaruhi keefektifan proses pembelajaran.

5 Saya mudah menangkap materi pelajaran ketika saya merasa senang.

<table>
<thead>
<tr>
<th>No</th>
<th>Pernyataan</th>
<th>STS</th>
<th>TS</th>
<th>N</th>
<th>S</th>
<th>SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dalam pelajaran, guru pelajaran saya menyisipkan beberapa humor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Humor tidak mengganggu berlangsungnya proses pembelajaran.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Saya lebih suka terhadap guru yang mencoba untuk memberikan humor walaupun gagal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Saya tidak nyaman dengan guru yang sama sekali tidak pernah mencoba memberikan humor dalam pelajaran.</td>
<td></td>
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</tr>
</tbody>
</table>

**The perception of the advantages of humor implementation**

<table>
<thead>
<tr>
<th>No</th>
<th>Pernyataan</th>
<th>STS</th>
<th>TS</th>
<th>N</th>
<th>S</th>
<th>SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Humor mendorong saya untuk menjadi siswa yang lebih aktif di kelas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Dengan adanya humor di dalam proses pembelajaran, saya semakin semangat untuk belajar bahasa Inggris</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Humor yang diterapkan dalam pelajaran Bahasa Inggris membuat pelajaran tersebut menjadi lebih menyenangkan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Humor dapat membantu saya mengurangi stress dalam memahami materi-materi Bahasa</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Humor membuat saya semakin berani menunjukkan kemampuan berbahasa Inggris saya.

6. Penggunaan humor dalam pelajaran Bahasa Inggris membantu saya untuk lebih dapat berfikir kreatif.

7. Pemakaian humor dalam pelajaran Bahasa Inggris membantu saya untuk menangkap ide dari suatu bacaan.

8. Humor membuat saya semakin mudah mengerti apa yang disampaikan guru dengan bahasa Inggris secara lisan.

9. Humor membuat saya lebih mudah fokus dalam menangkap informasi dalam Bahasa Inggris secara lisan.

10. Humor membuat saya lebih mudah fokus dalam menangkap informasi dalam Bahasa Inggris secara tertulis.

11. Humor membuat saya menjadi tidak mudah lupa tentang informasi-informasi yang saya dapatkan dalam pelajaran Bahasa Inggris.
### APPENDIX 5: The Result of the Questionnaire for the Students

#### The role of emotion in teaching learning process

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel easier to comprehend the subject material well when I feel comfortable with the teacher of that subject. (Saya merasa lebih mudah menangkap materi pelajaran dengan baik jika saya merasa nyaman dengan guru pelajaran tersebut.)</td>
<td>114</td>
<td>17</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>I feel difficult to comprehend the material because I am afraid of the teacher or I do not like the subject. (Saya sulit menerima pelajaran karena saya marasa takut pada guru atau tidak suka pada pelajaran tersebut.)</td>
<td>39</td>
<td>29</td>
<td>31</td>
<td>22</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>I think that it is a necessary for the teacher to get along with the student. (Saya berfikir bahwa bagi seorang guru, membaur dengan murid-muridnya adalah suatu keharusan.)</td>
<td>94</td>
<td>26</td>
<td>10</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>The atmosphere in the learning process which is built by the teacher could influence the effectiveness of the learning process so much. (Suasana proses pembelajaran yang dibangun guru di dalam kelas sangat mempengaruhi keefektifan proses pembelajaran.)</td>
<td>101</td>
<td>20</td>
<td>10</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>I could easily comprehend the material when I feel happy. (Saya mudah menangkap materi pelajaran ketika saya merasa senang.)</td>
<td>98</td>
<td>26</td>
<td>6</td>
<td>1</td>
<td>-</td>
</tr>
</tbody>
</table>

#### The students and teacher’s perception of the humor implementation

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My teacher gives some humors in the learning process. (Dalam pelajaran, guru pelajaran saya menyiipkan beberapa humor.)</td>
<td>43</td>
<td>79</td>
<td>1</td>
<td>8</td>
<td>6.1</td>
</tr>
<tr>
<td>2</td>
<td>Humor does not disturb the learning process. (Humor tidak mengganggu berlangsungnya proses pembelajaran.)</td>
<td>71</td>
<td>40</td>
<td>3</td>
<td>49</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>I prefer to have a teacher who tries to give humor although he fails.</td>
<td>34</td>
<td>36</td>
<td>18</td>
<td>40</td>
<td>3</td>
</tr>
</tbody>
</table>
(Saya lebih suka terhadap guru yang mencoba untuk memberikan humor walaupun gagal.)

4 I do not feel comfortable with the teacher who never tries to give humor in the learning process. (Saya tidak nyaman dengan guru yang sama sekali tidak pernah mencoba memberikan humor dalam pelajaran.)

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Humor encourages me to be a student who is more active in a class.</td>
<td>6.1%</td>
<td>18.3%</td>
<td>28.2%</td>
<td>38.2%</td>
<td>9.2%</td>
</tr>
<tr>
<td></td>
<td>(Humor mendorong saya untuk menjadi siswa yang lebih aktif di kelas.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Because of the humor existence in the learning process, I become more</td>
<td>-</td>
<td>4.6%</td>
<td>11.5%</td>
<td>29.8%</td>
<td>54.2%</td>
</tr>
<tr>
<td></td>
<td>enthusiastic to learn English language. (Dengan adanya humor di dalam proses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pembelajaran, saya semakin semangat untuk belajar bahasa Inggris.)</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>3</td>
<td>Humor which is implemented in the English subject makes that subject</td>
<td>-</td>
<td>0.8%</td>
<td>1.5%</td>
<td>26%</td>
<td>71.8%</td>
</tr>
<tr>
<td></td>
<td>more fun. (Humor yang diterapkan dalam pelajaran Bahasa Inggris membuat</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>pelajaran tersebut menjadi lebih menyenangkan.)</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Humor can help me to reduce the stress in comprehending the English</td>
<td>-</td>
<td>-</td>
<td>2.3%</td>
<td>33.6%</td>
<td>64.1%</td>
</tr>
<tr>
<td></td>
<td>subject materials. (Humor dapat membantu saya mengurangi stress dalam memahami</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>materi-materi Bahasa Inggris.)</td>
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</tr>
<tr>
<td>5</td>
<td>Humor makes me more confident to show my English language ability.</td>
<td>-</td>
<td>6.1%</td>
<td>25.2%</td>
<td>33.6%</td>
<td>35.1%</td>
</tr>
<tr>
<td></td>
<td>(Humor membuat saya semakin berani menunjukkan kemampuan berbahasa Inggris</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>saya.)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>6</td>
<td>The use of humor in the English subject helps me to be able to think more</td>
<td>-</td>
<td>5.3%</td>
<td>18.3%</td>
<td>32.1%</td>
<td>44.3%</td>
</tr>
<tr>
<td></td>
<td>creatively. (Penggunaan humor dalam pelajaran Bahasa Inggris membantu saya</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>untuk lebih dapat berfikir kreatif.)</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>The use of humor in the English subject helps me to catch/comprehend the idea from a passage. (Pemakaian humor dalam pelajaran Bahasa Inggris membantu saya untuk menangkap ide dari suatu bacaan.)</td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>-</td>
<td>4.6%</td>
<td>11.5%</td>
<td>37.4%</td>
<td>46.6%</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Humor makes me feel easier to comprehend what the teacher says using English language orally. (Humor membuat saya semakin mudah mengerti apa yang disampaikan guru dengan bahasa Inggris secara lisan.)</td>
<td>-</td>
<td>2.3%</td>
<td>6.9%</td>
<td>43.5%</td>
<td>47.3%</td>
</tr>
<tr>
<td>9</td>
<td>Humor makes me feel easier to focus on comprehending the information which is given using English language orally. (Humor membuat saya lebih mudah fokus dalam menangkap informasi dalam Bahasa Inggris secara lisan.)</td>
<td>-</td>
<td>6.1%</td>
<td>7.6%</td>
<td>46.6%</td>
<td>39.7%</td>
</tr>
<tr>
<td>10</td>
<td>Humor makes me feel easier to focus on comprehending the information which is given in writing. (Humor membuat saya lebih mudah fokus dalam menangkap informasi dalam Bahasa Inggris secara tertulis.)</td>
<td>0.8%</td>
<td>11.5%</td>
<td>26.7%</td>
<td>26%</td>
<td>35.1%</td>
</tr>
<tr>
<td>11</td>
<td>Humor makes me able to memorize the information which I get from the English subject. (Humor membuat saya menjadi tidak mudah lupa tentang informasi-informasi yang saya dapatkan dalam pelajaran Bahasa Inggris.)</td>
<td>-</td>
<td>3.1%</td>
<td>3.8%</td>
<td>38.2%</td>
<td>55%</td>
</tr>
</tbody>
</table>

SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree
APPENDIX 6: The Questionnaire for the Teacher

KUESIONER GURU

Saya yang bertanda tangan di bawah ini menyatakan bahwa saya telah mengisi kuesioner ini secara sadar, sejujur-jujurnya, dan tanpa ada paksaan dari pihak mana pun.

Nama : 
Guru Mata Pelajaran : 

Tanda tangan,

( )

NB: Data diri dari semua responden hanya akan dipergunakan untuk kepentingan penelitian dan tidak akan disebarluaskan tanpa ijin langsung dari responden yang bersangkutan.

Berilah tanda centang (✓) pada kolom SS (Sangat Setuju); S (Setuju); N (Netral); TS (Tidak Setuju); STS (Sangat Tidak Setuju) yang paling mewakili pendapat Anda dari setiap pernyataan yang diberikan.

<table>
<thead>
<tr>
<th>The role of emotion in teaching learning process</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
<tr>
<td>----</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>
guru, membaur dengan peserta didiknya adalah suatu keharusan.

4 Suasana proses pembelajaran yang dibangun guru di dalam kelas sangat mempengaruhi keefektifan proses pembelajaran.

5 Peserta didik mudah menangkap materi pelajaran ketika peserta didik merasa senang.

The students and teacher’s perception of the humor implementation

<table>
<thead>
<tr>
<th>No</th>
<th>Pernyataan</th>
<th>STS</th>
<th>TS</th>
<th>N</th>
<th>S</th>
<th>SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dalam pelajaran, saya sebagai guru pelajaran menyisipkan beberapa humor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Humor tidak mengganggu berlangsungnya proses pembelajaran.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Peserta didik lebih suka terhadap guru yang mencoba untuk memberikan humor walaupun gagal.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Peserta didik tidak nyaman dengan guru yang sama sekali tidak pernah mencoba memberikan humor dalam pelajaran.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The perception of the advantages of humor implementation

<table>
<thead>
<tr>
<th>No</th>
<th>Pernyataan</th>
<th>STS</th>
<th>TS</th>
<th>N</th>
<th>S</th>
<th>SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Humor mendorong peserta didik untuk menjadi siswa yang lebih aktif di kelas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Dengan adanya humor di dalam proses pembelajaran, peserta didik semakin semangat untuk belajar bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Humor yang diterapkan dalam pelajaran Bahasa Inggris membuat pelajaran tersebut menjadi lebih menyenangkan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Humor dapat membantu peserta didik</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>mengurangi stress dalam memahami materi Bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Humor membuat peserta didik semakin berani menunjukkan kemampuan berbahasa Inggris mereka.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Penggunaan humor dalam pelajaran Bahasa Inggris membantu peserta didik untuk lebih dapat berfikir kreatif.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Pemakaian humor dalam pelajaran Bahasa Inggris membantu peserta didik untuk menangkap ide dari suatu bacaan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Humor membuat peserta didik semakin mudah mengerti apa yang disampaikan guru dengan bahasa Inggris secara lisan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Humor membuat peserta didik lebih mudah fokus dalam menangkap informasi dalam Bahasa Inggris secara lisan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Humor membuat peserta didik lebih mudah fokus dalam menangkap informasi dalam Bahasa Inggris secara tertulis.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Humor membuat peserta didik menjadi tidak mudah lupa tentang informasi-informasi yang mereka dapatkan dalam pelajaran Bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**APPENDIX 7: The Result of the Questionnaire for the Teacher**

### The role of emotion in teaching learning process

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students feel easier to comprehend the subject material well when they feel comfortable with the teacher of that subject. (Peserta didik merasa lebih mudah menangkap materi pelajaran dengan baik jika mereka merasa nyaman dengan guru pelajaran tersebut.)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Students feel difficult to comprehend the material because they afraid of the teacher or they do not like the subject. (Peserta didik sulit menerima pelajaran karena mereka marasa takut pada guru atau tidak suka pada pelajaran tersebut.)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Students think that it is necessary for the teacher to get along with the students. (Peserta didik berfikir bahwa bagi scorang guru, membaur dengan murid-muridnya adalah suatu keharusan.)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>The atmosphere in the learning process which is built by the teacher could influence the effectiveness of the learning process so much. (Suasana proses pembelajaran yang dibangun guru di dalam kelas sangat mempengaruhi keefektifan proses pembelajaran.)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>Students could easily comprehend the material when they feel happy. (Peserta didik mudah menangkap materi pelajaran ketika mereka merasa senang.)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>-</td>
</tr>
</tbody>
</table>

### The students and teacher’s perception of the humor implementation

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I as the teacher give some humors in the learning process. (Dalam pelajaran, saya sebagai guru pelajaran menyisipkan beberapa humor.)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Humor does not disturb the learning process. (Humor tidak mengganggu)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>-</td>
</tr>
</tbody>
</table>
Students prefer to have a teacher who tries to give humor although he fails. (Peserta didik lebih suka terhadap guru yang mencoba untuk memberikan humor walaupun gagal.)

Students do not feel comfortable with the teacher who never tries to give humor in the learning process. (Peserta didik tidak nyaman dengan guru yang sama sekali tidak pernah mencoba memberikan humor dalam pelajaran.)

### The perception of the advantages of humor implementation

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>SD</th>
<th>D</th>
<th>N</th>
<th>A</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Humor encourages students to be more active in a class. (Humor mendorong peserta didik untuk menjadi siswa yang lebih aktif di kelas.)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Because of the humor existence in the learning process, the students become more enthusiastic to learn English language. (Dengan adanya humor di dalam proses pembelajaran, peserta didik semakin semangat untuk belajar bahasa Inggris.)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Humor which is implemented in the English subject makes that subject more fun. (Humor yang diterapkan dalam pelajaran Bahasa Inggris membuat pelajaran tersebut menjadi lebih menyenangkan.)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Humor can help the students to reduce the stress in comprehending the English subject materials. (Humor dapat membantu peserta didik mengurangi stress dalam memahami materi-materi Bahasa Inggris.)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>Humor makes the students more confidence to show their English language ability. (Humor membuat peserta didik semakin berani menunjukkan kemampuan berbahasa Inggris mereka.)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>The use of humor in the English subject</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Helps the students to be able to think more creatively. (Penggunaan humor dalam pelajaran Bahasa Inggris membantu peserta didik untuk lebih dapat berfikir kreatif.)</td>
<td></td>
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<td></td>
<td>✓</td>
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<tr>
<td>---</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<td>---</td>
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<td></td>
</tr>
<tr>
<td>7</td>
<td>The use of humor in the English subject helps the students to catch/comprehend the idea from a passage. (Pemakaian humor dalam pelajaran Bahasa Inggris membantu peserta didik untuk menangkap ide dari suatu bacaan.)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Humor makes the students feel easier to comprehend what the teacher says using English language orally. (Humor membuat peserta didik semakin mudah mengerti apa yang disampaikan guru dengan bahasa Inggris secara lisan.)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Humor makes the students feel easier to focus on comprehending the information which is given using English language orally. (Humor membuat peserta didik lebih mudah fokus dalam menangkap informasi dalam Bahasa Inggris secara lisan.)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Humor makes the students feel easier to focus on comprehending the information which is given in writing. (Humor membuat peserta didik lebih mudah fokus dalam menangkap informasi dalam Bahasa Inggris secara tertulis.)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Humor makes the students able to memorize the information which they get from the English subject (Humor membuat peserta didik menjadi tidak mudah lupa tentang informasi-informasi yang saya dapatkan dalam pelajaran Bahasa Inggris.)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree
APPENDIX 8: The Interview guideline for the Students

Guiding Questions

1. Apakah selama ini guru bahasa Inggris teman-teman sudah menggunakan humor dalam KBM? \(\rightarrow\) How the teacher implement his humor.

2. Bagaiamana pendapat kalian terhadap guru yang mengimplementasikan humor? \(\rightarrow\) Relationship between students and teacher.

3. Hal-hal positif apa yang teman2 rasakan ketika humor diimplementasikan sebagai teknik mengajar oleh guru? \(\rightarrow\) relate it with their emotion

4. Apakah humor membantu teman-teman dalam memahami apa yang disampaikan guru secara lisan dalam bahasa Inggris? \(\rightarrow\) listening

5. Apakah humor membantu teman-teman dalam memahami ide-ide atau isi suatu bacaan? \(\rightarrow\) reading

6. Apakah dengan humor kalian merasa terbantu untuk dapat lebih mudah mengerti dan memahami materi-materi pelajaran yang diberikan? Jelaskan! \(\rightarrow\) focus and memorize

7. Apa saran teman-teman terhadap pengimplementasian humor dalam pembelajaran?
APPENDIX 9: The Students Interview transcript

1. Bagaimana guru bahasa Inggris teman-teman mengimplementasikan humor dalam pengajaran? → How the teacher implement his humor.

   a. Std 1 : Ya bapaknya blak-blakan gitu kalau ngomong, kadang kata-kata pisuhan bahasa Inggris juga keluar, jadi lucu.

   b. Std 2 : Kadang juga pakai tulisan. Tulisannya pakai bahasa-bahasa gaul anak jaman sekarang, jd lucu, misal aja bapaknya nulis “enjoy bingitss”.

   c. Std 3 : Kadang nyambung sama materi, tapi kadang nggak juga.

   d. Std 4 : Bapaknya friendly banget, up to date, bisa nyambung dengan dunia murid, kalau menurutku sih kunci keberhasilannya bapak itu nerapin humor tu disitu mas, friendly sama up to date, tapi kadang-kadang humornya agak ”maksa” juga sih, mungkin gara-gara udah tua.

   e. Std 5 : Kadang tu gurunya kaya pura-pura galak mas, kaya tanya “Piye?
   Dong ra kowe ki?”sambil agak ditekan gitu suaranya, tapi nggak tau kenapa tu malah bikin ketawa.


   g. Std 7 : Biasanya humornya lewat cerita gitu terus disambungkan dengan topik.

   h. Std 8 : Iya, kaya gitu mas. Nanti pertamnya cerita apa gitu tau-tau nyambung ke materi.

   i. Std 9 : Bapaknya itu sering pake kata-kata yang jarang diucapin sama guru mas, jadi nggak terduga, misal pas nyampein materi giving
compliment itu, gurunya tu ngasih contohnya aneh-aneh, masa ada kata “fuck you”, nah itu dijadiin contoh yang salah, mana itu ditulis di papan tulis lagi, tau kaya itu kami semua langsung ketawa lah mas.

j. Std 10 : Tapi kadang tu garing juga mas, tapi tetep jatuhnya lucu sih, soalnya kami juga terus bisa ngetwain kegaringannya itu, ending-ending-nya kami fresh juga, asal jangan kebanyakan aja sih, soalnya nanti malah jadi nggak jelas pelajarannya.

2. Bagaiamana pendapat kalian terhadap guru yang mengimplementasikan humor? Relationship between students and teacher.
   a. Std 1 : Bagus, intinya yang penting bikin fresh.
   b. Std 2 : Bagus sih, yah walaupun kadang nggak lucu tapi setidaknya gurunya udah berusaha pakai humor, jadi kita juga bisa tetep terhibur dengan menertawai ketidak lucuannya.
   c. Std 3 : Di kelas jadi nggak ngebosenin mas.
   d. Std 4 : Bagus, pokoknya yang penting ada humor.
   e. Std 5 : Absurd mas, boleh-boleh aja sih kalau mau pakai humor tapi porsinya jangan terlalu banyak.
   f. Std 6 : Ya paling nggak gurunya udah nyoba pakai humor, jadi suasana kelasnya nggak tegang banget, mending lah daripada guru yang ngajar serius terus.
   g. Std 7 : Bikin nggak bosen mas
   h. Std 8 : Iya mas, bikin nggak bosen,
i. Std 9 : Bagus mas, soalnya bisa bikin kita *enjoy* belajarnya, jadi nggak ngantuk.

j. Std 10 : Selama porsinya nggak kebanyakan sih bagus-bagus aja mas.

3. Hal-hal positif apa yang teman2 rasakan ketika humor diimplementasikan sebagai teknik mengajar oleh guru? → relate it with their emotion

a. Std 1 : Jadi lebih *dong*, gampang inget.


c. Std 3 : Kalau humornya berkaitan dengan materi, kita jadi lebih gampang paham mas, soalnya otak kanan kanan otak kiri kita bisa kerja seimbang.

d. Std 4 : Gurunya bisa jadi lebih komunikatif, terus kita sebagai murid jadi ngerasa nyaman dulu sama gurunya.

e. Std 5 : Jadi nyaman sih mas belajarnya, tapi kadang terus ada materi yang jadi nggak jelas.

f. Std 6 : Ngerasa lebih bisa fokus sama apa yang disampein sama gurunya, tapi jangan kebanyakan humornya.

g. Std 7 : Otaknya jadi lebih *fresh*, jadi kita konsentrasi ke pelajarannya jadi bisa lebih lama.

h. Std 8 : Kita jadi suka sama gurunya mas, kalau udah suka sama gurunya terus buat suka sama pelajarannya jadi lebih gampang.

i. Std 9 : Kita jadi ngerasa lebih deket sama bapaknya mas, jadi kalau mau tanya apa itu nggak takut duluan.
k. Std 10 : Bagusnya lagi tu kadang lewat humor itu bapaknya ngasih semacam nilai-nilai kehidupan buat kita gitu mas.

4. Apakah humor membantu teman-teman dalam memahami apa yang disampaikan guru secara lisan dalam bahasa Inggris? → listening

a. Std 1 : Membantu, biasanya gurunya sengaja bikin kesalahan pas ngomong apa gitu, jadi kitanya terus fokus.

b. Std 2 : Idem.

c. Std 3 : Membantu mas, bapaknya pakai media-media yang menarik.

d. Std 4 : Iya mas, ngebantu kok, jadi nggak gampang lupa.

e. Std 5 : Iya, kita ngerasa terbantunya kalau pas gurunya itu nyetelin film lucu, kita jadi merasa tertarik dan di film itu tu ada materi pelajarannya yang bisa dipelajari juga.

f. Std 6 : Iya mas, kita jadi fresh tapi tetep berguna, soalnya tetep dapi materi pelajarannya juga.

g. Std 7 : Biasanya yang paling membantu tu kalau bapaknya pakai media kaya ditontonin film-film lucu itu terus abis itu dikaitin sama materi mas.

h. Std 8 : Iya, pas itu pernah pakai film spongebob juga. Asik sih mas, gampang nangkep materinya.

i. Std 9 : Iya, jadi dengan humor itu gurunya kaya menjaga kita tetep fokus, missal pas gurunya nyampein materi listening apa gitu tapi murid-miuridnya rame sendiri pa nggak fokus, terus gurunya nyeletuk apa gitu dan akhirnya perhatian kami balik ke gurunya lagi.

j. Std 10 : Idem aja deh mas.
5. Apakah humor membantu teman-teman dalam memahami ide-ide atau isi suatu bacaan?  

   → reading  

   a. Std 1  : Iya, bikin fokus juga.  
   b. Std 2  : Iya mas, jadi ada beberapa kata yang diperjelas banget cara ngucapinnya, apa itu namanya, pronunciationnya. Misal pas kita salah baca, gurunya bener tapi pelan-pelan banget, medok banget juga, lebih medok dari kami malah, tapi itu yang bikin inget mas.  
   c. Std 3  : Hmm……kalau yang ini aku nggak yakin mas. Kayanya sih nggak ada materi bacaan yang dibikin lucu gitu.  
   d. Std 4  : Iya, yang bikin lucu itu gurunya bacanya medok banget, jadi kita merhatiin apa yang diomongin gurunya terus.  
   e. Std 5  : Kalau humor secara tertulis sih kayanya nggak ada mas, cuma kalau humor yang diambil dari teks bacaan terus disampaikan secara lisan gitu ada, yaa lumayan terbantulah buat tahu garis besar isi teks bacaannya.  
   f. Std 6  : idem mas.  
   g. Std 7  : Hmm….bisa ajia sih mas kalau reading, soalnya menurutku humor lebih efektif kalau secara lisan.  
   h. Std 8  : Kalau biasanya itu, sebelum kita baca teks kita diceritain, kalau nggak ditanya-tanyain dulu, eh nggak taunya ternyata itu garis besar dari teks yang mau dikasihin ke kita. Nah pas cerita sama nanya-nanyanya itu yang kadang bikin ketawa.  
   i. Std 9  : Kalau menurutku nggak terlalu ngefek mas kalau dilihat dari bacaan-bacaan yang dikasihin ke kita, yang lucu itu pembawaan gurunya.
j. Std 10 : Iya, kalau dari materi bacaannya sendiri kayanya belum pernah ada humornya mas,

6. Apakah dengan humor kalian merasa terbantu untuk dapat lebih mudah mengerti dan memahami materi-materi pelajaran yang diberikan? Jelaskan!
focus and memorize
a. Std 1 : Iya mas, yang pertama karena kita jadi ngerasa dekat sama gurunya, jadi kalau mau tanya ya tinggal tanya, kalau sama guru lain suka takut-takut gitu kalau mau tanya soalnya nggak ngerasa deket.

b. Std 2 : Kita jadi ngerasa asik sama gurunya mas, siswa kan pengen enjoy dalam belajar tapi kalau rasa enjoy itu nggak didapat dari gurunya ya biasanya siswa terus cari suasana enjoy sendiri terus jadi rame ngobrol sama temen kanan-kiri.

c. Std 3 : Iya, kenapa kok kita jadi gampang paham soalnya kitanya nyaman sama suasana kelasnya.

d. Std 4 : Iya, soalnya kita happy mas, nggak males buat belajar dan senengnya jadi terfokus ke pelajaran, jadi gampang paham deh.

e. Std 5 : Iya mas, bikin inget sama materi-materi yang udah disampaikan.

f. Std 6 : Iya mas, jadi tiba-tiba bisa inget sama materi pelajaran yang pernah disampaikan dengan humor, terus tahu-tahu, “ooooohhh, yang itu…..” gitu mas.

g. Std 7 : Terbantu kok mas, asal nggak kebanyakana jya, kalau kebanyak kan humornya, materinya jadi banyak yang nggak nyampe juga.
h. Std 8 : Iya, setuju, kecuali kalau humornya itu bisa dikatin sama materi terus sih y nggak papa mas, tapi kan kadang tetep ada humor yang cuma sebagai selingan aja.

i. Std 9 : Ya itu tadi mas, fokus kita jadi terjaga, jadi materi-materi yang kami pelajari dengan fokus penuh pun juga lebih banyak.

j. Std 10 : iya, aku tadi juga mau jawab kaya gitu mas.

7. Apa saran teman-teman terhadap pengimplementasian humor dalam pembelajaran?
   a. Std 1 : Bagus banget dan bagi guru yang belum menggunakan humor, wajib nyoba!
   b. Std 2 : Iya, patut banget dicoba mas, dan bagi yang udah nerapin humor, lanjutkan!
   c. Std 3 : Sarannya sih semoga guru-guru bisa pakai humor dan humornya itu sebisa mungkin nyambung sama materi pelajarannya.
   d. Std 4 : Humor kan bisa bikin pelajaran jadi bener-bener menarik, jadi sarannya, lanjutkan!
   e. Std 5 : nggak usah terlalu maksa, jadi nggak harus selalu pakai humor terus-terusan, tapi kalau humornya itu dipakai di timing yang pas pasti hasilnya lebih bagus.
   f. Std 6 : Humorya lebih disesuaikan dengan dunia kami lagi mas, jadi kaminya nyambung. Tapi yang penting gurunya udah berusaha ngasih humor, apalagi humor-humor yang berkaitan sama materi.
   g. Std 7 : Sarannya, cari referensi-referensi humor lagi.
h. Std 8 : Kalau bisa lebih nyambung lagi ke materi mas, kalau toh nggak ya nggak usah kebanyakan, jadi seperlunya aja tapi kena.

i. Std 9 : Nggak ada sih, lanjutkan aja, yang penting tetep friendly dan konumikatif

j. Std 10 : Usahakan humor-humornya up to date terus, soalnya humor kan terus berkembang, bisa aja dulu lucu tapi sekarang udah nggak.
APPENDIX 10: The Interview guideline for the Teacher

Guiding Questions

1. Sejak kapan bapak mulai menggunakan humor dalam KBM? \( \rightarrow \) How the teacher implement his humor?

2. Bagaimana bapak biasanya menyertakan humor di dalam kelas bapak? \( \rightarrow \) How the teacher implements the humor in learning process

3. Bagaimana pendapat bapak tentang humor yang diimplementasikan dalam pelajaran? \( \rightarrow \) Relationship between students and teacher.

4. Hal-hal positif apa yang ingin bapak berikan kepada murid-murid dengan mengimplementasikan humor sebagai teknik mengajar bapak? \( \rightarrow \) relate it with the students’ emotion

5. Apakah humor dapat membantu murid-murid dalam memahami apa yang disampaikan guru secara lisan dalam bahasa Inggris? \( \rightarrow \) listening

6. Apakah humor dapat membantu murid-murid dalam memahami ide-ide atau isi suatu bacaan? \( \rightarrow \) reading

7. Menurut bapak,dalam hal apa saja humor dapat membantu para murid untuk dapat lebih mudah mengerti dan memahami materi-materi pelajaran yang diberikan?Jelaskan! \( \rightarrow \) focus and memorize

8. Apa harapan dan saran bapak terhadap teman-teman guru dan siswa pengimplementasian humor dalam pembelajaran?
APPENDIX 11: The Teacher Interview transcript

1. Sejak kapan bapak mulai menggunakan humor dalam KBM? → How the teacher implement his humor.

Iya, sejak pertama kali saya mengajar di tahun 1988 saya memang sudah mengajar dengan menggunakan humor. Hal itu sebenarnya dimulai sejak saya kuliah, ketika dosen sedang mengajar, saya sering membuat humor-humor tentang pelajaran yang diberikan, kemudian ketika saya menjadi guru, saya membawa kebiasaan itu di pengajaran saya.

2. Bagaimana bapak biasanya menyertakan humor di dalam kelas bapak?

Biasanya saya melihat apa yang ada dan terjadi dikelas, lalu saya menyampaikan hal tersebut dengan humor. Misal ada anak laki-laki yang rambutnya terlalu panjang, jadi saya memperingatkan dia dengan cara humor, “wah mas, pantesan kamu itu jadi susah mikir, lha nutrisinya buat mikir udah kepake buat numbuhin rambutmu terus”. Atau ketika ada anak yang tidak bawa buku pelajaran, saya bisa ngomong, ”Mbak, kamu tu nggak usah bawa buku, orang nggak bawa buku aja bisa pinter, nah apalagi kalau bawa buku”. Dengan begitu, saya bisa memberi nasehat kepada mereka tanpa harus marah-marah ataupun membuat mereka tersinggung.

✓ Berarti humor yang disampaikan bapak adalah humor-humor spontan ya pak?

Iya, kebanyakan memang spontan, tetapi ada juga yang memang sudah saya rencanakan sebelumnya. Jadi sebelum mengajar saya sudah punya
beberapa stok humor yang nantinya akan saya berikan pada saat-saat tertentu yang kira-kira pas dengan konteksnya.

✔ Lalu dari amana biasanya bapak mendapatkan atau mencari referensi-referensi humor tersebut pak?

Biasanya dari acara lawak-lawak yang ada di TV itu, kalau tidak ya dari humor-humor yang saya dapatkan kalau pas ngobrol-ngobrol dengan teman, dengan keluarga. Humor-humor itu biasanya saya simpan dan saya ingat, lalu saya bayangkan bagaimana kalau humor ini saya samapaikan kepada para siswa dengan konteks yang ada di kelas.

✔ Apakah saat mengimplemantasikan humor dalam pengajaran bapak pernah mendapati tanggapan yang tidak baik dari siswa?

Pasti pernah, karena memang kita harus benar-benar hati-hati dalam memilih humor yang akan dipakai dalam pengajaran. Jangan sampai humor itu justru menyinggung siswa dan akhirnya membuat dia merasa tidak nyaman. Pernah ketika itu saya menjelaskan tentang kata *fat* lalu ada siswa yang merasa dirinya seperti itu lalu tersinggung. Ada juga ketika itu saya sedang menjelaskan tentang *jail* lalu tiba-tiba ada siswa yang menangis. Usut punya usut ternyata saat itu orang tuanya ada yang sedang menjadi narapidana, kan kita tidak ada yang tahu. Jadi memang hal seperti itu dari sekian ratus humor yang diberikan mungkin saja bisa terjadi, ya memang itu adalah resiko, tapi kan kita mencoba mengambil resiko yang paling ringan.
✓ Kendala-kendala apalagi yang bapak temui ketika bapak mencoba mengimplementasikan humor dalam pengajaran?

Selain itu tadi yaa kendala utamanya adalah karena saya ini sudah realtif tua jadi ketika kondisi fisik saya sedang tidak fit, lalu daya untuk menciptakan humor itu sediri pun berkurang.

3. Bagaimana pendapat bapak tentang humor yang diimplementasikan dalam pelajaran?

Relationship between students and teacher.

Kalau untuk resmi siswa bilang senang atau tidak, memang saya belum tahu karena saya belum pernah mengadakan penelitian tentang itu. Tapi dilihat dari kondisinya kalau saya terlalu serius maka mereka juga ikut serius lalu ada kecenderungan untuk tegang dan akhirnya ilmu pengetahuan dan keterampilan yang saya berikan jadi tidak dapat diserap dengan baik.

4. Hal-hal positif apa yang ingin bapak berikan kepada murid-murid dengan mengimplementasikan humor sebagai teknik mengajar bapak?

relate it with their emotion

Yaa kan dengan humor ini seakan-akan hubungan guru dan siswa ini menjadi hubungan pertemanan, jadi mereka mereka pun tidak merasa digurui. Karena memang di jaman sekarang ini ada beberapa kecerdasan dan keterampilan siswa yang lebih tinggi dari saya, misal dalam hal TI (Teknologi Informasi). Jadi saya tidak boleh menggurui siswa harus begini begini bagini, tapi bagaimana kita bisa mengarahkan dan membantu siswa untuk bisa menyelesaikan permasalahannya sendiri.
Selain itu, dengan humor, siswa juga jadi tidak takut dengan saya. Ketika mereka punya pertanyaan, mereka tidak takut untuk bertanya kepada saya. Dan itu memudahkan saya untuk bisa mentransfer ilmu pengetahuan yang ingin saya berikan.

5. Apakah humor dapat membantu murid-murid dalam memahami apa yang disampaikan guru secara lisan dalam bahasa Inggris? → listening

Ya, pada dasarnya, guru menjelaskan dengan bahasa inggris itu 70-80% lalu sisanya bisa memakai bahasa Indonesia atau bahasa Jawa untuk menjelaskan poin-poin tertentu.

✓ Lalu, apakah murid-murid bisa memahami materi yang disampaikan dengan bahasa Inggris itu pak?

Iya, paham, paham. Karena memang informasi itu dikemas sedemikian rupa jadi siswa pun tertarik untuk menyimaknya dengan seksama lalu setelah itu mereka jadi lebih mudah paham.

6. Apakah humor dapat membantu murid-murid dalam memahami ide-ide atau isi suatu bacaan? → reading

Iya, terutama dalam hal pronunciation. Jadi ketika siswa membaca suatu kata yang belum mereka ketahui, biasanya mereka salah mengucapkannya dan itu kita tidak boleh langsung menyalahkan, tetapi kita membenarkan dengan cara humor itu tadi.

✓ Lalu selain itu dari materi bacaannya sendiri apakah pernah dibuat memakai sentuhan-sentuhan humor pak?
Yaa, kalau untuk itu biasanya sebelum siswa membaca teks bacaannya, misal tentang *transportation* atau *public places* seperti itu, saya mencoba memberikan gambaran besar dari isi teksnya terlebih dahulu kepada siswa, dan itu biasanya juga dengan humor.

7. **Menurut bapak, dalam hal apa saja humor dapat membantu para murid untuk dapat lebih mudah mengerti dan memahami materi-materi pelajaran yang diberikan? Jelaskan!** → focus and memorize

Kalau dalam teori *repetition* kan siswa membutuhkan sekitar 20 kali pengulangan sampai akhirnya nanti dia dapat benar-benar ingat dan mengerti, tetapi dengan humor ini, karena memang penyampaiananya jadi lebih menarik bagi siswa, pengulangan itu dapat lebih dikurangi. Jadi, tadi yang awalnya butuh 20 kali pengulangan, lalu dengan humor ini nanti jadi tidak perlu sampai 20 kali, misal bisa 15, 10 atau bahkan satu kali pun siswa bisa langsung ingat, karena dengan humor, kita bisa memberi kesan pada suatu hal untuk dapat lebih mudah diingat, kan kita bisa mengingat suatu hal dengan lebih mudah kalau hal tersebut berkesan bagi kita. Dan itu selalu dicek, misal pertemuan minggu ini saya memberikan materi ini dengan humor, nah di pertemuan minggu depan saya cek lagi, siswa itu sudah ingat atau belum, kalau belum ya saya coba ingatkan lagi, kalau sudah berarti penyampaian materinya berhasil.

8. **Apa harapan dan saran bapak terhadap teman-teman guru dan siswa pengimplementasian humor dalam pembelajaran?**

Sarannya yaa yang paling utama itu jangan sampai kita marah-marah pada siswa. Kita harus bisa mengemas rasa marah itu menjadi suatu cara yang
akhirnya bisa menyampaikan maksud kita tanpa marah-marah, itu, jangan sampai kita sebagai guru marah-marah pada siswa. Yang kedua, jangan selalu menagih-nagih atau meminta pertanggung jawaban siswa, missal ada guru yang baru masuk kelas lalu “Mana-mana ini PRnya, ayo cepat sini dikumpulkan”, kalau seperti itu nanti siswa akan terlalu merasa tertekan dan pada akhirnya tmerasa tidak nyaman.

✔ Apa saran bapak untuk kami guru-guru muda yang juga ingin bisa mengimplementasikan humor dalam pengajaran?