THE ROLE OF HUMOR IN TEACHING-LEARNING PROCESS AT ENGLISH LANGUAGE EDUCATION STUDY PROGRAM AT SANATA DHARMA UNIVERSITY

A SARJANA PENDIDIKAN RESEARCH PAPER

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By
Stefanus Sane Alexander
Student Number: 131214134

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
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By
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Student Number: 131214134

Approved by:
Yohana Veniranda, M.Hum., M.A., Ph.D.

Date
12 December 2017
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Defended before the Board of Examiners
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and Declared Acceptable

Board of Examiners
Chairperson : Yohana Veniranda, M.Hum., M.A., Ph.D.
Secretary : Barli Bram, M.Ed., Ph.D.
Member : Yohana Veniranda, M.Hum., M.A., Ph.D.
Member : Monica Ella Harendita, S.Pd., M.Ed.
Member : Gregorius Punto Aji, S.Pd., M.Hum.

Yogyakarta, 16 January 2018
Faculty of Teachers Training and Education
Sanata Dharma University

Dean
Rohandi, Ph.D.
I dedicate this undergraduate thesis to:

JESUS CHRIST

“VAKART” VIAN KRISTIYANTO

ROBERTUS SIGIT PURWANTO

CHRISTINA SITI ROHANI

WINDY WIDYAWAN
STATEMENT OF WORK'S ORIGINALITY

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 cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 16 January 2018

The Writer

Stefanus Sane Alexander
131214134
LEMBAR PERNYATAAN PERSETUJUAN

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Dibuat di Yogyakarta
Pada tanggal: 16 Januari 2018

Yang menyatakan

Stefanus Sane Alexander

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
ABSTRACT

Alexander, Stefanus Sane (2017). *The Role of Humor in Teaching-Learning at English Language Study Program at Sanata Dharma University*. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

The researcher was really curious about humor in education field. The function of humor itself in our society is just for entertainment purpose. Many teachers and/lecturers think that humor is not appropriate in teaching-learning process. They often show unfriendly attitude to create gap between teacher and/lecturer and students in order to get students’ attention.

This study dealt with the humor used by lecturers during classroom teaching in English Language Education Study Program. The focus of this study was the kind of humor used by a lecturer in the classroom and the role of humor in teaching-learning process.

This study collected all the data by using descriptive qualitative research method. The researcher interviewed three respondents to get data; two students of ELESP and one lecturer of ELESP. The theory used in this study was theory of humor in the book titled *License to Laugh: Humor in the Classroom* by Richard A. Shade (1996).

After conducting the analysis, the type of humor that was mostly used by the lecturer was verbal humor. When a person says something funny, it is verbal humor coming from the person's mouth. This study concludes that humor is playing a big role in the class as a means in order to get students’ attention and focus to the lecturer’s teaching.

**Keywords:** Humor, verbal, teaching
**ABSTRAK**


Penelitian ini membahas tentang humor yang digunakan oleh dosen ketika mengajar di kelas di Program Studi Pendidikan Bahasa Inggris. Fokus dari penelitian ini adalah jenis humor yang digunakan oleh dosen di kelas dan apakah peranan humor itu sendiri di dalam kelas.


Setelah melakukan analisis, jenis humor yang banyak digunakan oleh dosen adalah humor verbal. Kemudian, bentuk humor yang banyak digunakan oleh dosen meniru ekspresi wajah dan stand-up komedi. Dari hasil penelitian ini dapat disimpulkan bahwa humor memegang peranan penting di dalam kelas yang berfungsi sebagai sarana untuk mendapatkan perhatian siswa dan fokus terhadap pengajaran yang diberikan oleh pengajar.

**Kata kunci:** Humor, verbal, teaching
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Stefanus Sane Alexander
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CHAPTER  I

INTRODUCTION

This chapter intends to introduce the background of the study on using humor in the classroom setting and conduct the methodology that used in this study. First, the background of the study is talk about the researcher’s reason about how humor play a big role in the class in order to get students’ attention. Second, the researcher is talking about the methodology that used in this study.

1.1 Background of the Study

Teaching-learning process a crucial matter that needs a favorable class management. One of the problems is how to deliver teaching materials in such a way that students can absorb most of the teaching materials. Humor may have a favorable role in the teaching-learning process. Some studies suggested that students would benefit if there were more humor in the classrooms. When someone finds something funny, chemicals that are released actually turn on more areas in our brain. Therefore, there is literally more brain to work with. Some teachers and lecturers believe that humor can help students become more relax during the teaching-learning process and being ready for having and absorbing the teaching materials.

Many teachers are developing their classroom management to make their students feel comfortable. They have their own style in teaching. Some of them choose to be fierce in order to get their students’ respect, but some others choose to be funny person in the class to get attention from their students.
People see that humor is related to something funny and avoid using it because it is not important. The function of humor in our society is just for entertainment purpose. That is why many teachers avoid using humor in their classes because they think that a learning process is a serious matter. But, Shade stated that humor could reduce students’ anxiety in the classroom and it enhances their self-esteem (p.97). There are some pros and cons about using humor in the classroom.

Humor is a form of communication that we use in our society. According to Shade, using appropriate humor in a purposeful way in the classroom may yield numerous benefits (p.85). When the students laugh, it means they are listening to their teacher. This strategy seems promising to get students’ attention.

Although humor is like double-edged knife, it could give the class some benefits, and also humor could give some disadvantages that may be disturbing a learning process in the class. This study intends to find out kinds of humor that a lecturer uses in the class and the role of humor in the class in order to get students’ attention.

In this study, the researcher elaborated two questions to be answered. Those questions are:

1. What kind of humor do lecturers use in English Language Education Study Program at Sanata Dharma University?

2. What is the role of humor in the class?
Hopefully, the result of this research is expected to be able to give the following advantages:

1. Lecturers and Teachers

The effect of the study hopefully helps lecturers and teachers to develop their lecturing or strategies and work more effective using humor as their tool to teach their students. Sometimes, lecturers are having problem with students’ boredom in the class, and probably their students become busy with themselves or start talking with his or her friends around them. This situation is really chaotic and stressing for some lecturers and teachers especially the beginners. Many lecturers and also teachers tend to be fierce in order to get students respect and attention. It may work, or it may worst. The students need “fresh air” in the class that can boost their mood to study and humor is the wise choice to give the students “fresh air”.

2. The Other Researchers

The result of this research report hopefully could give information and inspiration to other researchers who are interested to do research about humor and education. Later, this research report is going to be one of his or her references.

3. The English Language Education Study Program Department

The findings of the research report hopefully enrich the knowledge of English teaching learning process in the English Department. The research report can later be useful for finding, solving, and evaluating problems then planning the
actions and implementing the actions related to the process of English teaching and learning.

In order to minimize the ambiguity and avoid the hazy interpretation of the terms or concept used in the research, and to give the clear boundaries of the discussion of the study, the researcher provides the definition of the term used in the research as follow:

1. Humor

Humor (n) /ˈhjuːmər/, according to Cambridge dictionary (Jones, et al, 2013), means the ability to find things funny, the way in which people see that some things are funny, or the quality of being funny. Powell & Andresen (1985) stated that in education, humor is widely encouraged as a pedagogical tool, though primarily as a way to increase the positive associations with the class. Berk (1998) defines humor as “the kindly contemplation of the incongruities of life and the artistic expression thereof.” Also stated humor is a form of play, a reversion to childish innocence. Next, according to Chiasson (2002) humor is as human as authentic the need to communicate. The many positive effects are widely know. Last but not least, Ivy (2013) stated that humor can help create a positive environment that is conducive to learning because it can help capture and retain students’ attention in the classroom. But, in this study the researcher is defining humor as something funny that makes everybody smile, giggle, or laugh in emotionally positive.
2. ELESP

In this study ELESP stands for English Language Education Study Program. In Indonesian language we usually call it PBI or Pendidikan Bahasa Inggris. So, basically ELESP is just English version from an Indonesian acronym of PBI.

1.1 Methodology

This research uses a qualitative and descriptive method. Ary, Jacobs, and Sorensen (2004) stated that qualitative researchers seek to understand the phenomenon by focusing on the total picture rather than breaking it down into variables (p. 29). In a qualitative method, the researcher is using observation and also in depth interview, in order to get detailed information about this issue.

Cresswell (2003) stated that a qualitative research takes place in a natural setting such as school, office, and home (p. 181). In this case the researcher is going to take the setting in Sanata Dharma University, especially in English Language Education Study Program.

Qualitative research refers to inductive, holistic, emic, subjective and process-oriented methods used to understand, interpret, describe and develop a theory on phenomena or setting. According to Creswell (2003), qualitative research is to learn about the problem or issue from participants and to address the research to obtain that information (p. 235). A qualitative method is mostly
associated with words, language and experiences rather than measurements, statistics and numerical figures.

The researcher added descriptive method to support the qualitative method. Mouton & Marais (1990) stated that researchers choose a descriptive method because it gives the ability to collect accurate data and provide a clear picture of phenomenon under the study (pp. 43-44).

This research involved one particular lecturer who teaches at English Language Education Study Program of Sanata Dharma University and included three students in his class. Participants of the study were lecturer who teaches subject of Mass Media Communication on semester 8 and 3 students from his class.

First, the data were collected by means of an instrument taking form of list of questions for personal interview, and the conversation was recorded. Before that, the researcher generated the list of questions in order to get vivid information about the issue, as presented the appendix.

The research was conducted at English Education Study Program in Sanata Dharma University of Yogyakarta. The interview with a lecturer was carried out from 11th July 2016, to 13th July 2016. The interview with three students were done on 15th July 2016. The observation was done from 20th July 2016 to 23rd July 2016.

Then the participants answered the questions related to the issue. They gave their thoughts about the issues. Therefore, the participants were freely answering
the questions without any offense or hesitation. Every single detail of information was valuable for this study in order to make this study valid and relevant.

Secondly, the researcher attended the class where the lecturer was teaching and observe the class activity. The whole activity in the class was recorded by using recorder. Next step, the researcher analyzed, when did the humor occur, how students reacted to humor, and what kind of humor that lecturer used based on theory of humor by Richard A. Shade (1996).

Subsequently, the researcher took notes about the situation in the class when the lecturer gave some statements which were humorous and triggered positive attitude such as laugh, smile, and students’ expression in the class room.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter intends to report the previous studies on using humor in the classroom setting and find out some theoretical background for the study. The previous studies on humor reported in this paper were carried out by some researchers in terms of the role of humor in the classroom, whereas the review of related literature is to find out the theoretical foundation for this paper in terms of kinds of humor, theory of humor, and categories of humor.

Shade (1996) stated that a positive attitude and a positive self-image can result from a positive classroom environment (p. 97) Humor has a lot of benefits, created a good environment to study is one of them. When teachers use humor, they may receive more positive students’ evaluation and find that their students are more willing to participate in their classes.

The problem is that many teachers believe that teaching is a serious matter. So they choose to be fierce person, and showing unfriendly attitude towards the students. Lewis (1991) stated that this technique is not preferred by students, teachers or parents. Nevertheless, recent studies carried out in Australia showed that approximately 80 percent of students report that their teachers get angry and yell at kids who misbehave. Students become easier to control because they are afraid; however learning in the condition under pressure is really uncomfortable.
1.1 Review of Previous Studies

Some studies on humor have been conducted by some researchers. Sambrani (2014) investigated the effect of humor on learning in a real-world educational setting. Fifty six participants from the 8th grade of some high schools were enlisted for the study, and divided into two groups in a classroom setting, one group receiving humorous material and the other group receiving non-humorous material. Results of the study showed that the material presented in a humorous matter is remembered better than other equivalent visual non-humorous material.

The next study on humor was carried out by Deiter (2000). The study identifies some professional “myths” or misunderstandings about the use of humor in the classroom that continue to exist. The study will also reveal some very real benefits of using humor in the college classroom. The study concludes that the use of humor in the classroom can help to create a more positive learning environment by breaking down barriers to communication between the teachers and the students.

The third study on humor was conducted by Jose & Jabamoney (2015) entitled “Effective Teaching with Humor”. The study intends to investigate the role of humor in today’s college classroom. Results of the study shows that humor can play an important role in classroom management and has physiological, psychological, social and cognitive benefits.
1.2 Review of Related Literature

1.2.1 Kind of Humor

According to Shade (1996), there are different kinds of humor (p. 2). However, humor can be generalized placed into four distinct forms as follow: figural, verbal, visual, and auditory. In this part the researcher discussed all those kinds of humor.

The first one is **figural humor**, which is commonly referred to as a fantasy character. For example cartoons, comic books, comic strips, caricatures, and all of which are accompanied by captions. The second kind is **verbal humor** which has many forms such as riddles, satire, sarcasm, funny stories, stand-up comedy and etc. The third is **visual humor** or **physical humor** which is relates to gesture, facial expression, impersonations, pantomime, body language, and mimicking. The fourth is **auditory humor** which is related to silly sounds and noises.

1.2.2 Theory of Humor

In this research, the researcher uses some theories to answer the problem formulations. The first one is **incongruity theory**, where we expect one thing from someone however we receive another thing. The second one is **superiority theory**, which can be applied when we often laugh at someone’s mistake such as mispronounced, misspelled word or someone who wrong
answered a question. Shade (1996) stated that as human beings, we receive pleasure when we see ourselves better than others. (p. 13). The last theory used by the researcher is relief/ release theory. According to Shade (1996), this theory emphasizes the social and behavioral components of humor. In this case, humor may be used to rebel against repressive or uncontrollable (whether real or perceived) elements of society (p. 15).

1.2.3 Categories of Humor

Mindess et al. as quoted by Shade (1996) divided the categories of humor into 10 basic categories as follow: (1) nonsense, a kind of humor that is silly, foolish, and playful. Despite this kind of humor is not having any sense or “mean nothing”, it makes people laugh; (2) philosophical humor deals with human condition; (3) social satire deals with statement of human social condition; (4) sexual has many forms of jokes, riddles, limerics, and anecdotes; (5) hostile humor may attacks someone’s dignity or insult them; (6) demeaning to men, referred to as ‘dumb men’ designed to discredit men; (7) demeaning to women, referred to as ‘dumb blonde’ designed to discredit women; (8) ethnic joke usually discredit a particular group of people; (9) sick humor relates to someone’s deformity, death, and disease; (10) scatological, this form of ‘bathroom’ humor include bodily noises and bodily functions.
1.3 The Theoretical Framework

In order to answer the questions of the study, the researcher used the theories of humor explained in the book entitled *License to Laugh* by Richard A. Shade (1996). Based on the Richard A. Shade’s theories of humor, the researcher tries to answer the following questions of the study:

1. What kind of humor do lectures use in English Language Education Study Program at Sanata Dharma University?

2. What is the role of humor in the class in order to get students’ attention?

2.3.1 Findings

Respondents of the study consisting of one lecturer and two students of ELESP. In order to avoid ambiguity and to keep confidentially in this research, the first student respondent is referred to as A, the second student respondent is referred to as B and the lecturer respondent is referred to as C. Findings of the study are represented separately based on the students’ responses and lecturer’s response.

Based on the students’ response during the interview, the researcher found that verbal humor was the most effectively used in the classroom. Subject A stated that humor is a joke that triggers laughter. In other words, humor was something funny and its purpose was to entertain others or for him/herself. It is almost the same to what Shade (1996) once said that humor or joke is a form of communication that we can use in our society (p.85). For example, when the lecturer was telling a story about a kid who tries to sell a
post-card to foreigners in Bali. The lecturer said that the kid was smarter than his students and have more courage than all of the students in his class, because the kid knew how to sell the post-card and has some courage to speak to foreigners, even the kid’s grammar and pronunciation were terrible compared to the students. The kid said “Buy me sir, buy me! I’m cheap… I’m cheap! Buy one!” The kid was innocent and kept shouting with a post-card in his/her hand trying to sell it to the tourists. Then the whole class broke into a very big laughter.

Subsequently, the subject A stated that he was a moody-person, and he can easily get bored in the class if the lecturer was not interesting (a boring person). The subject said that he needs a little space for relaxing in order to have a conducive situation for study. He needs a kind of humor that can help him to relax. According to respondent A, humor is good enough to be given in the class, because it can reduce students’ anxiety, boredom, and it can boost students’ mood to study in the class. Usually, when the lecturer was giving some long explanations about the material, students become sleepy or even busy with themselves. They tend to lose concentration with the material explained by the lecturer. Afterward, subject A added that students were still respecting the lecturer, even when the lecturer acts like a clown or comedian. Subject A personally loves that kind of lecturer and he really appreciates the way the lecturer uses humor to make students relaxed.

Finally, concerning the second question of the study, based on the interview with lecturer and student respondents, the researcher found out that
humor is really crucial for creating a favorable teaching-learning process when it is given in the right moment and place. Both subject A and subject B claimed that they would lose their focus in the classroom if the lecturer did not give something funny that can attract their attention to get focus again.

Subsequently, findings of the study based on the lecturer’s response is presented as follows. According to subject C, humor given in the classroom was in text form that can be analyzed. Mimicking and stand-up comedy that are belonged to physical and verbal kinds of humor become the most favorite forms of humor according to the student respondents’ perception. According to them, they are easy to catch the materials from the lecturer when they are happy and not on under pressure situation. So the researcher found out that the forms of humor in the classroom mostly are stand-up comedy and mimicking form which are belonged to the physical and verbal kinds of humor.

When the class was so boring, the students would lose their interest to study about some certain subject. As the result, students become lazy to attend the class, talking with their peers, or busy with their gadgets. The researcher found that kind of pathetic situation during the learning process. These findings are in accordance with the humor theories by Shade (1996), stating that humor has a lot of benefits such as creating a favorable environment to study. When teachers use humor during their teaching process, they may receive more positive response of the students.
Subject C said that we must know well the audience first before we use humor. Too much humor will likely disturb the class activity. Based on the findings of the study, it was shown that humor will push the students’ mood in such a way that the teaching-learning process becomes conducive.

From the interview with subject C, the researcher found out that students in general cannot have concentration for more than 15 minutes. A professional teacher will be able to make use of humor as interlude material to refresh students’ brain to avoid their boredom.

Subject C added that using humor is only for intermission, not to deliver the goals. He slips jokes every 10 minutes or gives his students other instructions to relax in order to avoid students’ tediousness.
CHAPTER III

CONCLUSION

After evaluating all findings in Chapter II, the researcher was able to draw conclusions to answer two research questions. The first question is “What kind of humor do the lecturers use during their teaching sessions in English Language Education Study Program at Sanata Dharma University?” The second question is “What is the role of humor in the class?”

Based on Shade theory of humor, kinds of humor used by the teacher interviewed are mimicking and stand-up comedy which are belonged to physical and verbal kinds of humor. The lecturer loves doing story telling, stand-up comedy, and a little chit-chat that trigger laughter. The lecturing session is amazing; all the students pay attention to what the teacher delivers. According to the researcher’s class observation during the teaching session, the atmosphere at that time in the class was very good and favorable for delivering teaching materials. Seeing students’ smile on that day proved that they were really enjoyable being in the class with the lecturer.

In relation to the second question of the study, it was concluded that humor has a favorable role as a means to get students’ attention. Based the interview results with student respondents A and B, they were really enjoyable in the class with a funny lecturer. They were not tensed in the class; even their moods to study were increasing greatly. They did not want to be tensed in the class all the time, where subjects A and B need some space to relax in order to be easy and favorable for capturing the materials being delivered by the teacher.
Based on the research findings, the researcher suggests further studies for exploring more facts on the use of humor as a means for making favorable atmosphere for delivering teaching materials. Statistical instruments, methods and measurement can be employed for carrying out further researches in terms of humor use as an interlude session in teaching.
REFERENCES


Appendix 1

Transcript of Interview

Interview with Student Respondent A

This transcript is based on interview with student respondent A. He is a seventh semester student in ELESP Sanata Dharma University:

R: Ya mas A menurut anda Humor itu apa?

A: Menurut saya humor, menurut pribadi saya, persepsi saya sendiri, humor itu menjadikan sesuatu bahan atau suatu candaan. Dibuat menjadi lebih ceria.

R: Ceria dalam artian yang gimana?

A: Ceria itu dalam artian bisa membuat kita terhibur. Entah tertawa, entah tersenyum seperti apa. Humor dibuat seperti itu.

R: Oke, sekarang kita masuk ke pertanyaan yang berikutnya. Menurut mas A sendiri, cara mengajar yang baik di kelas menurut dosen siapa dan itu apakah ada unsur humor didalamnya?

A: Sepengalaman saya, mungkin kalo sepengalaman saya, banyak dosen yang memiliki.. istilahnya dalam mereka mengajar, memiliki selera humor yang mereka sampaikan ke murid-muridnya itu bagus. Ada yang mempunyai selera humor yang mungkin kurang bisa diterima oleh mahasiswa sendiri. Tapi
yang mau disampaikan itu mungkin yang penting harus, apa ya istilahnya.. humornya tidak jauh dari materi yang diberikan.

R: persepsi anda sendiri terhadap dosen yang memiliki gaya humor tersendiri di kelas itu apakah penting atau bagaimana?

A: *kalo* menurut saya, cukup penting, karena mungkin dalam situasi kelas banyak mahasiswa yang kurang memperhatikan dan segala macam. Misalnya kelasnya *boring*, kelasnya sangat membosankan dan segala *macem*. Tapi yang saya alami adalah ketika kelas dapat mendengarkan dengan baik, dengan materi yang baik saat dosen mendapatkan perhatian, ya salah satunya dengan humor tersebut.

R: *kalo* menurut mas A sendiri apakah image dari dosen yang memberikan humor tersebut mengurangi rasa *respect* anda terhadap dosen tersebut atau tidak?

A: Sebenarnya *engga, engga* terlalu, kan dengan humor bisa mendekatkan relasi antara mahasiswa dengan dosen untuk sarana mengajarnya. Dan di saat memberikan humor itu menurut saya tidak ada batasan antara mahasiswa dan dosen saat itu. Karena itu sebagai hiburan yang dapat menarik mahasiswa untuk mendengarkan dan mengambil materi dari apa yang disampaikan oleh dosen.

R: *Kalo* mas A sendiri lebih *prefer* dosen yang galak atau dosen yang *celelekan* lucu *gitu*?
A: Lebih seneng dosen yang celekekan, bukan celekekan juga ya. maksudnya dalam artian celekekan yang gimana?

R: Dalam artian yang postif, lucu, tidak sepaneng, suka gojekan gitu

A: Oh iyaa, lebih seneng yang seperti itu. kaloo misalnya serius ya bosen. Kan saya orangnya gampang bosen, kaloo melihat yang serius-serius melulu, ga ada yang menghibur gitu kan jadi bosen.

R: Terus, menurut mas A sendiri tuh, humor sangat dibutuhkan tidak toh dalam kelas?

A: Kaloo dalam artian sangat ya tidak terlalu sangat dibutuhkan. Karena ada saatnya untuk memberikan humor, ada saatnya untuk menyampaikan materi dengan serius. Akan tetapi perlu, bukan sangat.

R: Terus.. apakah dengan gojekan di kelas, memakai humor disana-sini, itu mengganggu konsentrasi mas A sendiri atau malah memberikan suasana yang baru, ibaratnya seperti mood booster gitu?


R: Terus, suka gojekan yang seperti apa toh mas A? Jenisnya kayak gimana gitu?

A: Kaloo menurut saya kan, dosen-dosen pasti menyampaikan materi, mungkin lebih kayak stand-up comedy dengan plesetan-plesetan.
Interview With Student Respondent B

This transcript is based on interview with Student B. He is a seventh semester student in ELESP Sanata Dharma University:

R: Ya selamat siang mas B

B: Siang

R: Ya ini saya mau mewawancarai masalah penggunaan humor di kelas.

B: Ya.

R: Jadi yang pertama itu, menurut mas B itu, Humor itu apa ya?

B: Humor itu sesuatu yang lucu.

R: Dalam artian lucu?

B: Bisa buat saya ketawa.

R: Oooh, terus... aya menurut mas B sendiri, kalo di kelas itu dosen itu membutuhkan semacam lelucon di kelas untuk menyegarkan anak-anaknya atau membuat suasana yang lebih ceria kek itu ngga sih?

B: Oh ya harus! Itu penting, iya kan salah satu... mengajar kan salah satunya dengan berkomunikasi, jadi kalo dosennya juga komunikasinya juga jelek, dan monotone ya membosankan. Lebih enak tuh kalo pake humor, memang.
Terkadang biar, piye ya, pas saya ngga fokus, trus dengan humor saya lebih bisa fokus lagi. Salah satu contoh sisi positifnya seperti itu.

R: *Trus kalo* menurut Mas B sendiri, lebih *milih* dosen yang serius atau yang lucu?


R: *Kalo* persepsi sendiri *nyaman* Mas B tuh yang serius atau yang lucu?

B: Yang lucu, saya lebih senang yang lucu.

R: *Kalo* menurut mas B sendiri, humor itu sangat penting untuk di kelas atau tidak? Apakah ada pentingnya seberapa?

B: *Kalo* saya skala 1-100 paling ya 90%.

R: *Kalo* di kelas sering *guyonan*, humor *kayak itu tuh* mengurangi rasa *respect* Mas B terhadap dosennya atau *engga toh*?

B: *Maksude* gimana mas?

R: Semisal *kalo* ada, apa *namane nek gojekan kayak itu* terus *ngga respect* sama dosennya *njuk celekekan itu*. Apa *ngga* mempengaruhi sama sekali?

B: *Kalo* saya *engga*. Saya tetep *respect* sama dosen.

R: *Trus* apakah humor itu mengganggu konsentrasi saat belajar *ngga toh sebenere*?
B: Yo ngga juga, tapi kalo nek saya engga. Tapi kalo dalam full, misalnya kuliah gitu isinya humor tok yo ndak ada gunannya tetep harus ada seriusnya juga.

R: Kalo gojekan di kelas itu sebenere lebih suka gojekan yang kayak stand-up comedy apa ngrasani atau yang hal-hal konyol yang tidak bermutu kayak gitu? Sukanya yang mana to? atau diantara jenis-jenis yang saya sebutkan tadi?

B: Jadi stand-up comedy juga kadang-kadang ngrasani orang juga sih, tapi paling enak ya yang kayak stand-up comedy. Karena saya lebih terbiasa, opo ya, ngelihat kelucuan dari stand-up comedy.

R: Pertanyaannya itu aja mas terima kasih atas waktunya.

B: iya sama-sama.

**Interview with Lecturer Respondent C**

This transcript is based on interview with Mr. C. He is a lecturer in EESP

Sanata Dharma University:

R: Menurut pak C sendiri humor itu sebenarnya apasih?

C: Kalo kamu ngomong tentang humor yang akan kamu jadikan sumber penelitian, maka humor itu bisa dikatakan sebagai sebuah teks. Karena sebuah teks maka bisa dianalisis, itu yang pertama menurut formatnya. Sedangkan menurut isinya, oke karena ini sebuah teks, menggambarkan sebuah gagasan, maka pertanyaanya akan menjadi 2 hal. Pertama, isi dari humor itu apa? apakah hanya memiliki fungsi tunggal yaitu menghibur, atau mengandung juga misi lain, misalnya sebagai media kritik yang tidak menyakitkan. Kalo kamu mau
berkonsentrasi tentang hal ini, maka cocok sekali. Sama seperti sebuah karya sastra, maka yang dianalisis itu teksnya untuk mengetahui makna sesungguhnya. Karena makna sebuah teks itu ada dua macam, *surface meaning* dan *deeper meaning*. Misalnya *surface meaning*-nya adalah *cuma* membuat orang tertawa terbahak-bahak, akan tetapi sesungguhnya itu mengkritisi suatu sosial, budaya, fenomena atau politik lewat humor. Jadi humor itu bisa dipakai menjadi bermacam-macam, sebagai hiburan, dan juga sebagai alat kritik, sebagai alat penghibur, sebagai alat mendidik.

R: Lalu kemudian, apakah Bapak menyadari setiap kali Bapak mengajar itu ada unsur humor dalam pengajaran bapak?

C: *Kalo* dikaitkan humor dalam pengajaran, itu kan begini, kan kamu pernah mengikuti apa yang disebut dengan *Public Teaching Class*, jadi berdiri di depan kelas itu sebenarnya sudah berdiri di depan umum, dan dalam *Public Teaching Class* itu sebenarnya ada tujuannya yaitu memberi informasi dan memberi hiburan. *Kalo* dalam perkuliahan itu sering serius dan membuat mahasiswa biasanya tegang itu tidak bagus karena ada ketegangan, maka dari itu penting sekali humor dalam pengajaran. Dalam suasana santai, dalam suasana menyenangkan, maka bisa mendapatkan ilmu atau informasi yang penting. Jadi istilah *learning by fun* ya salah satunya itu pakai humor.

R: Terus kemudian, *kalo* masalah humor di kelas itu kira-kira jenis humor apa yang dipakai dalam kelas, mungkin seperti *mimicking, facial expression, story-
telling, atau mungkin juga lebih ke stand-up comedy? Lalu adakah humor yang dihindari?

C: Jadi jenis humor yang dipakai itu, kan ada istilah apa.. "Who you are talking to whom, with what media and what effect doing so?" jadi ketika memilih humor tu ya dintentukan, tergantung, kalo di kelas ya.. tergantung kelasnya tingkat berapa, karena jenis humor itu... tidak sama. Semester 1 jenis humornya lain dengan yang di semester 3 dan sebagainya. Jadi yang lucu di semester 3 belum tentu lucu di semester 1. Sama sekali beda. Apalagi semester akhir yang mbeling-mbeling seperti kamu.

R: Kalo saya baca buku kan ada teori humor seperti sarcasm, joke nonsense dan macem-macem, kira-kira dari pengalaman yang bapak sendiri pas mengajar tu ada strategi ndak kira-kira kalo kayak gini apakah lucu, karena kan kalo masalah humor kan kita juga belajar mengenai masalah budaya juga.

C: Tentu saja, apalagi di Indonesia kalo humor itu nomor satu, dan tanpa humor orang akan sulit sekali untuk menyenangi kamu, contohnya seperti cewek kamu, kamu pasti humorist. Apalagi dalam pengajaran, itu mutlak ya. Mengenai teorinya, banyak sekali. Jadi teori humor itu hampir sama dengan teori Public Speaking. Kamu memperhitungkan isinya lalu maksud sesungguhnya itu apa? Lalu mungkin tidak ada makna apapun, atau mempunyai misi tertentu dibalik humor itu. Jadi ya medianya itu macam-macam bisa dengan cara... tadi kamu menyebutkan mimicking ya bisa, jadi biasanya itu lewat permainan words, sesuai dengan di mahasiswa PBI kan bahasa, jadi misalnya saya diundang stand-up
comedy tuh, sebentar dulu, kepada siapa saya ngomongnya. Saya pernah nonton itu acara salah satu stasiun televisi, yang ada jurinya itu toh? Wah itu gampang sekali kalo saya, yang saya nilai itu jurinya saja, wwo jurinya seperti itu woh pasti menang saya. Jadi kalo ada audience-nya saya harus tanya itu dari mana lalu kita sesuaikan.

R: Kalo menurut Bapak itu apakah, humor sendiri yang di dalam kelas itu senjata yang bagus untuk menarik perhatian mahasiswa untuk pelajaran?

C: Oh iya, lha kamu sendiri menghadiri kelas saya kan selalu cekakakan, ya memang begitu jadi, penting itu, penting sekali tapi tentu saja ada batasan. Jadi kalo humor di kelas itu ada etikanya tertentu. Terutama jenis mahasiswa-nya, misalnya di semester bawah ya, katakanlah di semester 4 ke bawah, saya ngga bisa nyrempet-nyrempet cowok-cewek yang mbeling-mbeling itu, saya tidak akan ngomong hal itu. Tapi kalo sudah semester 5,6,7 tuh sudah dewasa-dewasa.

R: Kemudian apakah bapak, pernah merasa takut ketika memberikan terlalu banyak lelucon dikelas sehingga mahasiswa itu tidak menghargai bapak sebagai dosen?

R: Terus, bagaimana ya Pak mensiasati di sela-sela humor kemudian memasukkan materi?

C: Wa itu gampang itu, kalo tau tentang teori pengajaran, prinsipnya itu, mahasiswa tidak bisa secara terus-menerus itu konsentrasi, kira-kira 15 menit itu tidak bisa, paling 10 menit. Nah maka biasanya setelah 10 menit itu saya biasanya masuk ke either humor, or kegiatan yang lain. Jadi humor itu hanya salah satu saja, bisa saya memberi jenis kegiatan yang berbeda. Saya sendiri kalo ngelucu tu ya malah ngguyu dewe je.

R: Terus lagi ini pak, kenapa bapak tuh ingin menjadi sosok guru yang di depan murid itu terlihat menyenangkan, guru yang funny dibanding membangun image yang terlihat galak, soalnya kan ada yang beberapa merasa disegani sama muridnya atau gimana?

R: Karena ada beberapa dosen yang menganggap bahwa humor di kelas itu kadang ngga penting bahkan dianggap sebagai hambatan karena harusnya materinya sudah sampai disana malah terpotong di hal yang ngga jelas.

C: Ya kalau ada dosen yang ngomong begitu ya dia lupa tentang class management. Ya walaupun mengajar itu juga ada teorinya ya. Di antaranya classroom management itu kan ada. Jadi bagaimana mengelola waktu dalam kelas itu.

R: okay Bapak, saya kira wawancaranya cukup sekian karena saya telah mendapatkan data yang cukup bermanfaat. Terimakasih Pak C atas waktunya.

C: Terimakasih kembali.
Appendix 2

This is the draft questions for the interview with students and lecturer.

Questions for the lecturers:

1. In your opinion, what is humor?
2. Did you realize that you were using humor in your class?
3. When did you usually use humor in your class?
4. What kind of humor that you usually used in the class?
5. What kind of humor that you avoided the most to be given in your class?
6. Do you think that humor is a good “tool” to get your students’ attention? Why?
7. Do you believe that humor is necessary to be given to the students in your class?
8. Do you ever worry that students will not respect you, if you use humor in excessive amount?
9. How do you switch between “humor time” and “serious time”?
10. Why do you tend to be funny lecturer rather than a fierce (all serious, no smile) lecturer?

Questions for students:

1. What is your perception about lecturers who use humor in the class?
2. Which one do you prefer “funny lecturers” or “all serious, no smile lecturers”? Why?
3. In your opinion, is humor really necessary to be given in the class?
4. Did humor distract your concentration during lesson in the class?
5. What kind of humor that you like most?