

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Referring to the findings and discussion of the research in the previous chapter, the researcher then summarizes the findings of the study and makes some suggestions for everyone who interacts with analyzing the use of humor by teacher, including teachers, students, and other researchers.

A. Conclusions

In conclusion, this study aimed to categorize of humor that any teacher can use in the classroom while the teaching and learning process happen, especially the appropriate humor and this study aimed to explore the use of humor in teaching and learning process based on a teacher's perspective.

Based on the findings as presented in the previous chapter, the conclusions are drawn as the following:

1. The categorize of humor that use by the English teacher of second grade students of Madrasah Aliyah Tahfizhil Qur'an Yayasan Islamic Centre Sumatera Utara are related humor, humor unrelated to the class material, and unintentional or unplanned humor. The sub categories of related humor are humor related to material without a specific tactic (4.8% or 3 utterances), jokes (6.4% or 4 utterances), critical/cynical (20.9% or 13 utterances, direct towards student/teasing (24.2% or 16 utterances), and creative language use (13% or 8 utterances). On the other hand, the sub categories of humor unrelated to class material are jokes (3.3% or 2 utterances), critical/cynical (11.3% or 7 utterances), direct towards student

/teasing (11.3% or 7 utterances) and current event (1.6% or 1 utterance). Meanwhile, there is 3.2% of unintentional humor/unplanned humor categories found (2 utterances).

2. The reasons of why the English teacher use humor in the teaching and learning process are the teacher use humor as a way of facilitating student learning, the teacher use humor as a way to engage students' attention, and the teacher use humor as a way to promotes the class attendance and student learning.

B. Suggestions

Based on the conclusion previously stated, some suggestions are presented in this part, as follows:

1. The teacher is suggested to make further exploration on the sub categories of appropriate humor that can be apply in the classroom to be more various. And it is suggested for the teacher to consider the use of appropriate humor in the implementation of Scientific Approach as a teaching strategy to teach the social function, language feature, or any other genre.
2. The next researcher is expected to conduct varied research in other classroom interaction session, for instance in writing, reading, or listening classroom interaction which is considered important in improving the students' abilities and ways in learning English as well as improving the teacher's performance in the teaching process.