

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After analyzing the research findings and discussion from the previous chapter, the researcher summarizes the study's findings and offers a few suggestions for educators, students, and other researchers engaged in examining the deployment of teacher humor.

5.1 Conclusions

In conclusion, this study examined the categories and the linguistic realization of the deployment of humor by an English teacher in an EFL classroom, this study investigated the reasons why the teacher uses humor in an EFL classroom and elaborated on the student's opinion of humor deployed English teacher in EFL classroom at SMAN 4 Medan.

The following conclusions are reached in accordance with the data from the previous chapter:

1. The categories of humor employed by an English as a Foreign Language (EFL) teacher over six class meetings in SMAN 4 Medan classifies humor into appropriate and inappropriate categories, further breaking down appropriate humor into sub-categories based on its relevance to the class material and its nature. The subcategories of related humor are jokes (20.6% or 64 utterances), directed towards students/teasing (15.8% or 49 utterances), examples (10.6% or 33 utterances), stories (4% or 12 utterances), creative language used (1.6% or 5 utterances) and critical/cynical (1% or 3 utterances). The subcategories of humor unrelated to class material are jokes (19% or 60 utterances), directed towards students

/Teasing (17.4% or 54 utterances), and critical/cynical (4.2% or 13 utterances). Self-disparaging humor, where the teacher makes fun of themselves or their mistakes, is utilized to a lesser extent, make fun of himself (2% or 6 utterances), make fun of mistakes in class (1.6% or 5 utterances) and tell embarrassing stories (0.6% or 2 utterances). Meanwhile, there is only 1% of unintentional humor/unplanned humor categories found (3 utterances). On the other hand, inappropriate humor, particularly humor that disparages others for political reasons, is extremely rare, comprising just 0.3% (1 utterances) of the total.

2. The realization of the deployment of humor by an English teacher in this study is both broad and dynamic, effectively engaging students through a blend of creative bilingual wordplay, cultural references, and relatable analogies. By incorporating familiar children's shows and modernizing traditional tales, the teacher makes complex concepts accessible and memorable. Light-hearted teasing to the students, cynical humor, and self-disparaging humor foster a playful and respectful environment. Overall, these varied humorous strategy not only keep students entertained but also enhance their understanding and retention of the material, showcasing the teacher's skilful use of humor as an educational tool.
3. From the teacher's perspective, the use of humor in the EFL classroom is a strategic choice driven by multiple pedagogical objectives. The primary reason is to establish a comfortable and relaxed atmosphere, which is essential for relieving student anxiety and encouraging participation in a foreign language setting. The teacher views humor as a vital tool to break

down barriers of communication, making students feel more at ease and willing to engage. Additionally, humor is employed to capture and maintain students' attention, effectively avoiding the disengagement that can arise from traditional teaching methods. By deploying humor into lesson content, the teacher not only makes learning more engaging but also fosters a deeper connection between students and the material. The teacher's adaptable approach to humor, tailored to the dynamics of each class, ensures it aligns with educational goals and meets students' specific needs. Overall, from the teacher's perspective, humor is an indispensable tool that enhances the learning environment, promotes student engagement, and supports effective teaching and learning outcomes in the EFL classroom.

4. In conclusion, from the students' perspective, the deployment of humor by their English teacher enhances their classroom experience. Students consistently report feeling more relaxed, happy, and entertained, which contributes to a comfortable and enjoyable learning environment. This positive atmosphere encourages active participation and helps maintain their interest in the material. By integrating humor through tales, cultural references, personal experiences, or wordplay, the teacher not only captivates students but also makes the lessons more engaging and relevant. Furthermore, humor effectively breaks down communication barriers, fostering a more dynamic and interactive classroom environment. This increased connection between students and their teacher promotes a positive attitude toward learning and enhances their understanding of the subject matter. Additionally, students acknowledge that humor provides them with

a compelling reason to attend class regularly, as it makes learning more enjoyable and memorable. Overall, students perceive the use of humor as a powerful tool that not only improves their engagement and retention but also creates a welcoming and stimulating educational experience.

5.2 Suggestions

Based on the conclusion, the following suggestions are presented in this section:

1. It is recommended that teachers manage further exploration of the subcategories of appropriate humor that may be used in the classroom to provide a wider range of humor interactions. It is additionally suggested that while using the Scientific Approach as a teaching approach to teach social function, linguistic features, or any other genre, the teacher should take note of the appropriate deployment of humor in the classroom.
2. The next researcher is expected to carry out a variety of studies in other classroom interaction sessions, such as writing, reading, or listening. These kinds of interactions are thought to be crucial for enhancing students' English language learning abilities and strategies and teachers' effectiveness in the classroom.