

CHAPTER I

INTRODUCTION

A. The Background of the Study

A successful outcome of the lesson material to the students ensures the lesson's main objectives are archived. This is an indication of an effective teaching process. Regarding the learning process, Asmara (2015:157) claims that both internal and external influences can have an impact. Internal variables include a student's habits, experiences, and outlook on life, as well as their attitudes and feelings of pleasure and displeasure. So that is why the teacher needs to ensure that the students enjoy themselves while they are in the teaching process.

When teaching occurs, properly using humor is a great technique to make students feel comfortable. However, Wulandari (2014:54) states in her study that "the results of the last decade of learning research suggest that learning will be more effective if the learners are in a state of joy. Students engagement has had a tremendous impact on academic characterized by an active teaching and learning process, as seen by dedicated students who diligently respond to question when they are asked and liked having discussion. Humor in the classroom is one strategy for engaging students. Between students and teachers, humor in the classroom can help build positive relationships. No gaps exist between them. Since there are no perceived disparities between the teacher and the students, the use of humor by the teacher can help people feel comfortable (Baid & Lambert, 2010).

According to Kelly, cited by Chabeli (2008), a teacher's main goal should be to create a love of learning in their students. In order to improve the learning process, the instructor should focus on specific elements, such as creating a learning environment filled with trust, interest, esteem, positivity, and enjoyment. It will stimulate and support the learning process for both the teacher and the student. Because of the comfortable atmosphere it will create, students will feel more at ease asking and responding to questions from the teacher. If the lesson makes them feel comfortable, they will learn it more quickly. Even if using humor to convey a lesson has advantages, it can sometimes fail.

Humor that is offensive or degrading to students may have a negative effect on students' learning (Lei, Cohen and Russler, 2010). They also said that too much humor might be harmful since it can damage the instructor's credibility and cause students to lose focus on the learning objectives. Garner (2006) also cautioned that just because a teacher is telling jokes does not necessarily mean they are effectively teaching. Garner claims that for humor to be successful, it must meet three requirements. It must be relevant to the material they are teaching, designed to enhance learning, and appropriate for the target audience.

Many students lack of motivation for learning or are not interested in learning. Teachers now have to deal with it as a serious issue. Therefore, it is up to the teachers to figure out what approach would make the class effective. Students' motivation or teachers' methods of instruction are two of the many variables that can contribute to their lack of interest in learning. Therefore, creating a positive learning atmosphere is important, especially in English language classes. These

classes should encourage students to take risks and make mistakes as they learn. According to Fromon (2011) English class is the one that most needs humor. It is time to realize that humor is one of the teaching strategies or tools that can be used when teaching English. Including several recommendations for employing humor in the classroom that come from teaching foreign languages strengthens it (Deneire, 1995). Students need to be comfortable and feel happy when the teacher uses humor in the classroom.

However, when employing humor in English classrooms, the teacher needs to be careful that it is age-appropriate for the students and can support their learning. The teacher uses specific requirements to ensure that the humor used in English class is appropriate for the audience.

In reality, not all students in the class may find the teacher's humor interesting. Each student has a different perspective on things, as evidenced by the varied answers that the instructor receives while using humor in the classroom. Some students responded to the teacher's humor by laughing aloud, while others simply smiled, some remained silent and showed no reaction, and still others showed expressions that indicated they were disturbed by the humor.

The researcher has made observations to obtain the preliminary data and obtained the following data:

(When the teachers teach about descriptive text and describe about the weather today, the teacher makes a humor)

T : The weather is as pretty as me, right? (Cuacanya secantik saya, kan?)

S : Yes, mam (laughing) (Ya, mam (tertawa))

(When the teacher teach about application letter, the teacher talk about student ambition and make a humor)

T : So, everybody in this class wants to be success, no one wants to be a unemployment. (Jadi, semua orang dikelas ini ingin menjadi sukses, tidak ada yang ingin menjadi pengangguran?)

S : Yes, mam (Iya, mam)

T : Because of that, do not play tiktok and make jedag jedug video all the time (Oleh karena itu, kalian jangan bermain tiktok dan buat video jedag jedug saja)

S : (laughing) (tertawa)

To support the observation, the researcher also interviewed the students and English teacher at SMAN 6 Medan.

Based on the interview with the students in X MIA (Mathematics and Natural Science) 1, Most of them had positive perception from the use of humor by the teacher in English class because it made them interested in the learning, felt motivated to be more active in class because the teacher who used humor felt closer to students while a small number of students had negative perception such as it's hard to focus because the class becomes more noisy when the teacher makes jokes and the time for learning is less than optimal because the teacher uses humor in teaching. Students who had positive perception also said what type of humor

they liked during the learning process. From the interview above it can be concluded that students have various perceptions of using humor in the classroom.

Based on interviews with teachers, she said that the use of humor in the classroom occurs because students sometimes look bored/sleepy and as an English teacher where English is a foreign language the teacher feels it is essential to make students interested and active in learning material and humor is one of them.

Based on the problems in the interview with students and teacher, it can be concluded that teachers get different responses from students when using humor in English classes. Long school hours sometimes make students bored; therefore, teachers must be able to find solutions to overcome this, one of which is humor. Even though humor is nothing new in teaching, it still gets different responses from students, some feel happy and entertained, some feel annoyed and some do not care about it. Gorham and Christopher state the incorporation of humor in teaching by stating numerous benefits such as maximizing students' participation and motivation, and minimizing their learning anxiety (Wanzer, 2002).

Based on the background above, the researcher is interested in analyzing Students Perception on Teacher Humor in English Classroom for grade 10 at SMAN 6 Medan.

B. The Problems of the Study

Related to the background of the study above. The researcher formulates two problems as follows:

1. What are the students' perceptions on teacher humor in English Classroom at SMAN 6 Medan ?
2. What type of humor is most favorite one among students in English Classroom at SMAN 6 Medan?

C. The Objectives of the Study

Based on the problems of the study above, the objectives of the research formulate as follows:

1. To identify students' perceptions on teacher humor in English Classroom at SMAN 6 Medan
2. To find out the type of humor is most favorite one among students in English Classroom at SMAN 6 Medan

D. The Scope of the Study

In order to achieve the researcher's expected goals, the researcher limits the problems. This study focus on students' perceptions on Teachers' humor and Students' favorite types of humor in English Classroom . This research was conducted in the tenth grade of SMAN 6 Medan. SMAN 6 Medan has 6 classes of the 10th grade: X MIA 1, X MIA 2, X MIA 3, X MIA 4, X IIS 1, X IIS 2. However, the researcher only focus on X MIA 1.

E. The Significances of the Study

The findings of this study are expected to have significance both theoretically and practically:

1. Theoretically, the researcher expects that the literature about teacher humor in English Classroom can be developed and improved for other researchers through this study.
2. Practically
 - a. For teachers, this study will be helpful as another resource to using humor in English Classroom.
 - b. For students, this study can assist students in advising their teachers to include humor in the teaching and learning process. This helps them in integrating humor into their classes as future teachers.