

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

A Qualitative descriptive was used in this research to determine the student's perception on Teacher's Humor in English Classroom. Moreover, the researcher would like to draw conclusions to answer the issues raised by the study. They are as follows:

1. Students' perception on the use of Teachers' Humor are divided into positive and negative perception. The positive perception are that students were relaxed in the learning process, students remembered and understood the material more easily, students felt close to the teacher, students were not afraid of being active in the classroom, and students became more enthusiastic to learn. Then, the negative perception include students cannot stay focused, and the time of study will be reduced.
2. Type of humor is most favorite one among students in English Classroom at SMAN 6 Medan is 12 (42.8%) students liked visual humor, 10 (35.7%) students liked funny stories, 5 (17.8%) students liked humorous comments, 1 (3.57%) students liked joke/riddle, and none of the students liked puns. This data was obtained through interviews with 28 students X MIA 1 in SMAN 6 MEDAN.

B. Suggestions

After the researcher concludes the outcomes of the research, the researcher would like to suggest several points:

1. Teachers are encouraged to keep developing and using motivating teaching techniques. The learning atmosphere should be made more inviting and engaging by the teachers. This is true because students usually stick with what they find enjoyable. Teachers can utilize humor to engage students, increase their motivation, and foster positive relationships with them. Both for students and teachers, humor has many advantages. But teachers should also pay more attention to when and how they use humor.
2. The researcher in this study looked into how students' perceptions of using humor in the classroom were expressed. As a result, the other researchers may conduct their research on this case with a different respondent; for instance, it may be based on teachers' opinions or perceptions. The other researchers may also use a different method, such as quantitative methods, in order to obtain respondents from a larger participant pool. The researcher discovered that there were few references or studies about the proper scenarios for using humor in the classroom while analyzing some of these research articles. Conversely, using humor in suitable contexts may help to limit its adverse consequences. As a result, other researchers may utilize experimentation or observation to study the best times to deploy humor.