

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

A pleasant environment is required for students to be motivated and interact with teachers during the learning process. It is extremely important since successful learning is dependent on competent classroom management. Ahmad et al. (2018) stated that the main reason why the students did not focus on the classroom was because the teachers did not detect the students' learning styles. As a result, teachers must play a vital part in resolving this issue by diversifying teaching and learning tactics, methodologies, and good transportation planning in the classroom. It entails selecting the material, educating the students, and assessing the whole classroom activities in a topic (Deale et al., 2020).

Bilokcuoglu and Debreli (2018) suggested that comedy might be used as a learning approach in language schools. It is more welcoming, and humanistic classroom environments may be created via its application, which will benefit the teaching-learning process.

Blackmore (2011) stated that humor is a term that instructors have previously used in the classroom. It refers to a creative teaching strategy that requires educators' talents and artistic abilities. Humor is one of the teacher communication tactics that may help pupils learn and keep them interested. It can create a relationship between teachers and students that is in harmony. Blackmore (2011) believed that teachers' methods and strategies play an important role in attracting their students during the lectures. The strategies helped teachers to create a suitable

appropriate learning environment and enable students to learn, concentrate, and interact with the teacher.

In addition, Wanzer et al. (2006) stated that humor is a communication behavior that can be recognized from personal experience and can be used competently or incompetently. Humor is a communication style that can be effective or ineffective, and it can be discovered via personal experience. Teacher's use of humor in the classroom falls into two kinds: appropriate humor and inappropriate humor (Wanzer et al., 2006). According to Wanzer et al. (2006), "An aspect of appropriateness is meeting social norms. When we violate norms, we are likely to be perceived as behaving inappropriately". When humor violates students' expectancies and causes a negative emotional response, it may be viewed as inappropriate. On the other hand, it is perceived as appropriate when the students recognize it and resolve it, when the target of humor is disliked, or if it is not a member of the students' references group.

Furthermore, research by Tunnisa (2018) found that humorous teachers make it easier for their pupils to understand what they are teaching. Students feel more at ease throughout the teaching-learning process when there is less stress. As a result, they get along better with their teacher, are more excited about learning, and are more motivated to attend class. Thus, humor is one of the strategies that teachers can use in school to create a fun environment. So, the use of humor in teaching and learning also needs to be constricted. Humor should not be used excessively in learning and teaching. The strategy can only be used when the humor is related to the content of the lesson to be learned on that day. On the other side, the use of

humor inappropriate humor may have a bad effect on the student, especially when they are being overwhelmed by the humor.

The use of humor in a local school was found where the researcher is residing and conducted the pilot study for 3 meetings. Based on the pilot study at SMAN 4 Medan, it was found that the teacher employed humor in the classroom while he was teaching the first-grade students. The teacher mostly used Bahasa Indonesia in the classroom as their first language rather than the used of English as foreign language. The topic of the lesson plan was making a formal and non-formal invitation. The following are some preliminary data obtained by the researcher, the bold utterance and the humor used by the teacher and the direct response of the students follow it:

1. Data 1

Teacher: *Zaman kalian nanti, in your generation. saya gak tau kek mana nanti ketika mengundang untuk pernikahan, gak terbayangkan saya. I cannot imagine la.. or **maybe pakai camera yang terbang-terbang in the sky itu ya?** (waving his hand in the air)*

“I do not know, and I cannot imagine how your generation will deliver a wedding invitation; I surely cannot imagine the way it will be. Alternatively, perhaps you will use a camera that will be flying in the sky?”

Students: *(Tertawa) (Laughing)*

Student: *Drone namanya, sir. (It is called a drone, sir)*

Teacher: *Oh, pakai drone ya. Pakai drone nanti yaa. Bagus lah nanti langsung diterbangkan dari rumah-rumah invitationnya, **mungkin judulnya “Aji mau kawin, jangan lupa datang”**, abistu ada suara di drone nya yang teriak-teriak depan rumah kita **“Paket..Paket...”** atau **“Go food.. Go food..”** ya kan? Bisa gitu? **Siapalah partnermu Aji?** (his gestures presented as a courier who is delivering an invitation)*

“Ah, it will be using a drone. It would be nice to use the drone, and it will send an invitation to every house. Probably, the title will be “Aji wants to get married, do not forget to come”, and after that, its

sound will be screaming in front of our house by saying, “Package, please. Package please..” or “Go food. Go food..” isn’t it so? Who is your partner then, Aji?) (his gestures presented as a courier who is delivering an invitation).”

Student: (*Tertawa*) *Belum terbayang lah sir.*

(laughing) “I still cannot think about it, sir.”

The first preliminary data showed that the teacher was wondering about his students’ future technique of delivering an invitation. He was thinking about using a drone as a tool to deliver an invitation. He employed humour when asking the question to students, and the response was that the students laughed. Based on the utterances, the teacher employed humor related to the course material and humor directed toward a particular student.

2. Data 2

Teacher:kemudian menyusun teks khusus dalam bentuk undangan. Berarti kita will be creating an invitation from Canva for formal invitation, saya rasa membuat undangan resmi dengan tema pernikahan kalian sendiri bisa, can you do it??

“... then create a special text in the form of an invitation. So, it means we will be creating an invitation from Canva for a formal invitation; I think you can create a formal invitation for your wedding. Can you do it?”

Students: *Haa?? Yang betul lah sir* (tertawa).

“Really? Are you serious, sir?” (laughing)

Teacher: Yes, I am 100% sure. *Masak undangan orang lain, atau undangan sir? Undangan menikah yang kedua kali maksud kalian? Ah yang betul lah....*” (tertawa)

“Yes, I am 100% sure. How come it will be someone else’s wedding invitation? Or do you mean it is my wedding invitation? Is it my second wedding invitation? Are you serious....” (laughing)

Students: (*tertawa*) (laughing)

The data was collected when the teacher asked the students to create their wedding invitations. By saying, “Are you serious, sir?” the students panicked,

and they did not enjoy the instruction given by the teacher. The teacher directly employed humor in the classroom. The teacher made fun of himself and said that he could not get the second wedding invitation because he was married. Based on the utterances, the teacher employed self-disparaging humor that made fun of himself.

3. Data 3

Teacher: He places the invitation on the table swiftly” *ia meletakkan undangan diatas meja*. “Swiftly”, “What is the meaning of swiftly?”, *udah jelas ga ada hubungannya sama Taylor Swift ya*.

“He places the invitation on the table swiftly”. “Swiftly”, “What is the meaning of swiftly?”, absolutely there is no relation to Taylor Swift.”

Students: (tertawa) (laughing).

Teacher: *Ya, orang asing, their name mostly used English, ada nama orang Speed. Nama keluarganya itu, his family and he is a football player, he is Gary Speed. Banyak dari kata kerja nama mereka itu didalam bahasa Inggris. So how about Swiftly? What is the meaning of swift in Bahasa?*

“Yes, the foreigners, their name mostly used English; there is a person called Speed. It is his family name, and he is a football player. His full name is Gary Speed. They frequently used some verbs in English as their name. So how about Swiftly? What is the meaning of swift in Bahasa?”

Student: *dengan cepat, sir*.

(it means swiftly, sir)

Teacher: *Berarti Taylor Swift? Berarti dia penjahit yang cepat, penjahit yang cepat siap jahitannya yaa hahaha... (tertawa)*

“So Taylor Swift? It means she is a Taylor who is very quick in stitching?” (laughing)

Students: (tertawa) (laughing)

The third data was collected when the teacher was playing with the literal meaning of the word “swiftly” in Bahasa Indonesia. He connected it to a famous

singer named Taylor Swift. The teacher asked the student to find the meaning of “swiftly”; he employed humour by connecting the context of the material to the literal meaning of “Taylor Swift” name in Bahasa Indonesia. The data showed that the students’ laughs followed the humor employed.

In addition, the researcher interviewed the English teacher at SMAN 4 Medan. Below is the statement of an English teacher based on the interview result:

Researcher: “Do you use humor or jokes when teaching English?”

Teacher: “Yes, I use humor in teaching. I use humor depending on the classroom situation. If I see one or two students feeling bored or sleepy, then I will directly employ humour just to create a funny atmosphere in the classroom. In my opinion, it is the best decision that I have made to include the use of humor at certain moments in the classroom, especially when they are not paying attention to the material that I have been presented in the classroom.”

The interview revealed that the teacher used humor in the classroom while teaching English. The English teacher used humor depending on the situation and the condition of his students’ moods. The teacher stated that he employed humor when the students were sleepy and when the students did not give their attention to the material.

Another question:

Researcher: “How often do you use humor in teaching English?”

Teacher: “I often use humor not only in the teaching but also in my daily life. I have already taught English for 14 years, and from the very first time, I already knew that the use of humor would be something that might have the students’ interest in me and the material that I have presented. I often use humor at the beginning of the lesson as the brainstorming session of the students into the material that would be presented.”

According to the teacher, he mostly uses humor in the brainstorming at the beginning of the study to attract the student's attention to the material that will be presented in the classroom.

Based on the preliminary data, the researcher conducted research on the deployment of humor by an English teacher in teaching and learning English at a school in Indonesia. This research categorised the deployment of appropriate and inappropriate humour by an English teacher and the reason why the English teacher uses humor as it is.

1.2 The Problem of the Study

Based on the background of the study, the problems of this study are formulated as follows.

1. What categories of humor deployed by an English teacher in the teaching and learning process of EFL classroom?
2. How is the deployment of humor linguistically realized by English teacher in the teaching and learning process of EFL classroom?
3. Why is the teacher deployed humor in EFL classroom?
4. How are the students' opinion towards humor deployed by an English teacher in EFL classroom?

1.3 The Objectives of the Study

Based on the problem of the study above, the objectives of the study are

1. to categorize the humor deployed by English Teacher in the teaching and learning process of EFL classroom

2. to describe the realization of humor deployed by English teacher in the teaching and learning process of EFL classroom as the way it is
3. to explain the reasons of why the English teacher deployed humor in the teaching and learning process of EFL classroom, and
4. to elaborate the student's opinion towards humor deployed by an English teacher in an EFL classroom

1.4 The Scope of the Study

This study focused on the teacher's utterances in the classroom. The study analyzed the categories of humor employed by an English Teacher in the teaching and learning process, analyzed the linguistic realization of teacher humor in EFL classroom, explained the reasons why the English teacher uses humor in the teaching and learning process, and elaborated the 32 students' opinion towards humor deployed by an English teacher at SMAN 4 Medan. The study focused on utterances that included humor. This study focused on the humor that is followed by the students' direct responses, such as laughing and screaming.

1.5 The Significances of the Study

The researcher expected the results of this research to contribute to language teaching and learning, both theoretically and practically.

The study's findings will theoretically present the categories of humor deployed by an English teacher, the reasons why the teacher deployed humor in the teaching and learning process, and the students' opinion towards teacher humor in EFL classroom.

Practically, the research's results will help students learn easily, and it will give teachers other attractive strategies to improve their teaching in a classroom. furthermore, this study is expected to be comparable with any scholars in the future to conduct similar investigation with different approach.



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