

CHAPTER I

INTRODUCTION

A. Background of Study

In learning process, the way of teacher transferring knowledge is essential to indicate whether it can be absorbed clearly by the students or not. The teaching process that too rigid and monotonous can decrease students' ability in understanding the lesson, affect students' focus, and reduce their attention. This case can be solved by including humour in the teaching process. Humour is a literary tool that makes people laugh through verbal and non-verbal jokes. Romero and Cruthirds define humour as an interesting communication that helps to foster positive emotions and cognitions among individual, group, or organization.¹

Victor Raskin stated that humour may be described as partly natural human traits and partly acquired. Responding to humour is the combination part between human behaviour, ability, or competence, and human social and psychological manifestations such as language, morality, logic, faith, etc.²

Humour cannot be separated from our life because human being will always need to communicate. People love seasoning some humours in interaction because

¹ E. J. Romero & K. W. Cruthirds, "The Use of Humour in the Workplace", *Academy of Management Perspectives*, Vol. 20, No. 2, (May 2006), pp. 58-69., in Anindya Sen, "Humour Analysis and Qualitative Research," *Social Research Update*, No. 63, (July 2012), p. 1. file:///C:/Users/USER/Downloads/Anindya Sen.pdf.

² Victor Raskin, *SEMANTIC MECHANISMS OF HUMOUR*, 1st Ed (Dordrecht, Holland: D. Reidel Publishing Company, 1985), p. 2. file:///C:/Users/USER/Downloads/victor raskin book full text.pdf.

they can feel the joy, fun, and melt the atmosphere of awkward circumstances. However, some thoughts make people limit humour only as an equipment to make them laugh, while actually humour can give people another advantage especially for learning and teaching. Farhana Abu Bakar and Vijay Kumar state that “humour is used not only to make people (the lecturer and/or students) laugh, but also to enhance students' learning in the classroom”.³

In language teaching, the understanding of student is the consent aim of learning. It means teacher style on delivering information is the key to gain students' understanding. The use of teaching style will have a big impact on the way students learn. One of the ways to make students feel comfortable at enjoying the interaction in class is by making the atmosphere to be alive and keen. Humour language not only can help teachers to fill the gap and awkwardness in the classroom, but also can be the characteristics of the way teachers delivering lessons to eliminate boredom, monotony and nervous situations.

Teachers' job is to manage the environment and guide students' activities.⁴ The condition to take control of the class should be the teachers' responsible. In teaching process, teachers are supposed to be able to make students' focus on what they are saying or explaining about the lessons.

The research result from Peiru Tong and Linda Tsung in “Humour Strategies in Teaching Chinese as Second Language Classrooms” by using qualitative methods collecting class observations and students interviews, showed

³ Farhana Bakar and Vijay Kumar, “The Use of Humour in Teaching and Learning in Higher Education Classrooms: Lecturers' Perspectives”, *Journal of English for Academic Purposes*, Vol. 40, (April 2019), p. 15. <https://doi.org/10.1016/j.jeap.2019.04.006>.

⁴ S. Nasution, *Didaktik Asas-Asas Mengajar*, (Bandung: Jemmars, 1982), p. 8.

that humour strategies in the L2 classroom not only helped students challenge their stereotypical impressions of Chinese educational culture, but also facilitated their language use and learning motivation.⁵

The humour language has shown many benefits for students, some of which are: an increase of interest in learning, an increase in self-motivation, an increase in class attendance, an increase in divergent thinking, a reduction of anxiety and stress in dealing with difficult material, the creation of a positive social and emotional learning environment, and the creation of a common psychological bond between students and faculty.⁶

According to the previous explanations, the researcher wanted to conduct a study with the title **“The Role of Humour in English Language Teaching”**.

B. Research Question

Based on the background of study above, the writer formulated a research question as follows:

1. How do students perceive humour in English Language Teaching? Do they consider it essential in the learning process?

⁵ Peiru Tong and Linda Tsung, “Humour Strategies in Teaching Chinese as Second Language Classrooms”, *System*, Vol. 91, No. 102245, (March 2020), p. 1. <https://doi.org/10.1016/j.system.2020.102245>.

⁶ Drew C. Appleby, *Using Humour in the College Classroom: The Pros and the Cons*, American Psychological Association, February 2018. Accessed on April 20th 2020 from <https://www.apa.org/ed/precollege/ptn/2018/02/humour-college-classroom>.

C. Aim of the Study

Conforming to the problem above, the objective of study is to ascertain the focus of research question about students' perception and consideration of the humour importance in English Language Teaching.

D. The Significances of the Study

1. Lecturers

The result of this study is to assist lecturers to use humour as a strategy in teaching process and mastering the class. Hence, lecturers can help students' focus in learning by implementing the humour on the process of teaching.

2. Students

This study can help students to have insight on humour in classroom.

3. Future Research

Through this study, another researcher can use this as a reference and even broaden the research about the role of humour in other aspects.

E. Terminologies

1. Humour

Humour is the ability of making or seeing something funny. Critchley and Ritchie stated that "humour primarily consists of jokes (spoken or written words) and actions which elicit laughter or generate mirth (these actions can be

described in words)".⁷ Humour is usually packed as funny jokes delivered by verbal or nonverbal signs.

2. Language Teaching

Language is one of the essential tools to express the communication in oral, written, sign language, gestures, facial expression, etc. According to Wardhaugh, "language is a system of arbitrary vocal symbols used for human communication".⁸

Teaching is the process of transferring knowledge and instruction towards the interlocutor. According to John Brubacher teaching is a composition of the learning situation which there are gaps and obstructions that an individual urges will seek to overcome, guided by a consciousness of meanings.⁹

From both definitions of the experts above, the researcher concludes that language teaching is practice of transferring knowledge about native or foreign language to make people able to have good communication skills in speaking, writing, listening, and reading.

⁷ S. Critchley, *On Humour*, (London: Routledge, 2002), and G. Ritchie, *The Linguistic Analysis of Jokes*, (London: Routledge, 2004)., in Anindya Sen, "Humour Analysis and Qualitative Research", p. 1.

⁸ David Crystal, *Language*, Britannica, October 2020. Accessed on November 10th 2020 from <https://www.britannica.com/topic/language>.

⁹ John S. Brubacher, *Modern Philosophies of Education*, 1st Ed (New York and London: McGraw-Hill Company, Inc., 1939), p. 108. Accessed on November 10th, 2020 from <https://archive.org/details/in.ernet.dli.2015.225026/page/n1/mode/1up?q=arrangement>.

F. Previous Studies

There are several studies related to the use of humour in teaching that had been conducted by other researchers. Some of them are:

A study conducted by Yuyus Juliana tried to figure out the concept of implementing humour language and to know the humorous language design in Islamic Religion learning process. She used library research and the data were the relevant books related to the study. She analyzed the data by using deductive and inductive method. The result of her study showed that humour could be used as one of the methods in learning process especially in Islamic Religion Studies.¹⁰

Based on Yuyus Juliana's thesis, it was focused on the humour language implementation in the learning process method of Islamic Religion Studies, while the researcher of this study focused to discover the importance of humour in English Language Teaching.

Another study was conducted by Farhana Abu Bakar which focused on humour understanding from both teachers' and students' perspectives. It drew on an interpretivist approach to explore how and why five New Zealand university teachers used humour while teaching, and how their use of humour affected students' learning in the classroom. She collected data in three stages: observation and video recorder, interviews, and stimulated recall interview. The study indicated that humour not directly content-related could also perform an

¹⁰ Yuyus Juliana, Skripsi: "*Bahasa Humour dan Implementasinya dalam Pembelajaran Pendidikan Agama Islam*", (Yogyakarta: Universitas Islam Negeri Sunan Kalijaga Yogyakarta, 2013). file:///D:/Silmi/SM VII/Thesis References/BAB I, IV, DAFTAR PUSTAKA.pdf.

instructional function, for example, by refocusing students or allowing them to feel comfortable and ready to learn.¹¹

However, the study above focused on the use of humour for general, while the researcher only focused on the students' perspectives towards humour and its necessity in English learning process.

G. Research Methodology

1. Research Design

Qualitative descriptive design is used in this study. Margarete Sandelowski stated that qualitative descriptive design is the general tenets of naturalistic inquiry and preferred for obtaining straight and large direct answers from the participants' experiences.¹² The researcher used qualitative descriptive to deeply analyze clear information related to the role of humour in English Language teaching process against students, orally and detailed.

In addition, the researcher used case study method. According to Creswell, case study is "qualitative strategy in which the researcher explores in depth program, event, activity, process, or one or more individuals. The case is bounded by time and activity, and researchers collect detail information using a variety of data collection procedures over sustained period of time."¹³ The case in this

¹¹ Farhana Abu Bakar, Thesis: "*The Use of Humour in Teaching and Learning in Higher Education*", (Dunedin: University of Otago, 2018). file:///D:/Silmi/SM VII/Thesis References/AbuBakarFarhana2018PhD_the use of english.pdf.

¹² Margarete Sandelowski, "Focus on Research Methods: Whatever Happened to Qualitative Description?", *Research in Nursing and Health*, Vol. 23, (January 2000), p. 337. [https://doi.org/10.1002/1098-240x\(200008\)23:4<334::aid-nur9>3.0.co;2-g](https://doi.org/10.1002/1098-240x(200008)23:4<334::aid-nur9>3.0.co;2-g).

¹³ Sugiyono, *Metode Penelitian Kombinasi (Mixed Method)*, 9th Ed (Bandung: Alfabeta, 2017), p. 15.

research was to explore the importance of humour in teaching at classroom, so that students' gap and rigid situation can be decreased, directly from the students' who took English subjects in English Education Department Muhammadiyah Aceh University.

2. Research Subject and Object

a. Subject

1) Population

Popoola defines population as the “totality of the items or objects under the universe of study. It often connotes all the members of the target of the study as defined by the aims and objectives of the study”.¹⁴ The population of this study was active students of English Department, consisting of 42 students, in the academic year of 2016 – 2018, Faculty of Islamic Studies, University of Muhammadiyah Aceh.

2) Sample

Sample is a portion of the population.¹⁵ The sample of this study was taken by purposive sampling technique, in which researcher had determined the criteria for sampling from the population. In this study, only active students with the highest and the lowest GPA in the academic year of 2016-2018 in English

¹⁴ Japheth A. Yaya, “A Comprehensive Guide to Research Methodology (Part 1): Tips for Sampling and Sample Techniques,” researchClue.com, 2014, <https://nairaproject.com/blog/step-by-step-to-research-methodology.html>.

¹⁵ Sugiyono, *Metode Penelitian Kombinasi (Mixed Method)*, p. 297.

Department Faculty of Islamic Studies Muhammadiyah Aceh University was chosen as the criteria.

The number of samples obtained from above criteria consisted of six students, three male and three female with the detail as follows:

Table 1.1 Students' GPA Information

No.	Student's Initial	Academic Year	Semester	GPA	Gender	Grade
1.	A	2016	IX	3.33	Male	Highest
2.	N			3.21	Female	Lowest
3.	T	2017	VII	3.75	Male	Highest
4.	M			3.12	Female	Lowest
5.	L	2018	V	3.98	Female	Highest
6.	R			2.39	Male	Lowest

b. Object

The object of research is something that is subject to activity.¹⁶ The object of this study was the importance of humour in students' perspective, the humour role in English Language Teaching process, and the effect of humour for students' learning process in English Department Faculty of Islamic Studies Muhammadiyah Aceh University.

3. Data Collection Technique

a. Interview

According to Creswell, interview is generally conducted by the researcher in face-to-face or by telephone with the participants. It usually involve unstructured and few open-ended questions to elicit participants' views and

¹⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002), p. 24.

opinions.¹⁷ In this study, the researcher used interview technique to gather data from students' perception towards the role of humour in the learning and teaching process. Semi-structured interviews were selected to obtain data. Dawson and Bob stated that semi-structured interviews are suitable for case study research since the researcher asked pre-planned questions in flexible way to lead into tentative answers needed. This approach is designed to probe deeply issues of interest to interviewees to be openly and freely expressing themselves to define the world from their own point of views.¹⁸

4. Data Collection Instruments

The data collection instruments are tools used by researchers in collecting data to make their work easier and with better results.¹⁹

a. Interview Guide

The researcher investigated six respondents from English Department Faculty of Islamic Studies Muhammadiyah Aceh University. The researcher also expected respondents' answer about the importance and their point of view of humour in English Language Teaching, so that humour can give some advantages for students. The interview guide adopted by the researcher from Farhana Abu Bakar's Thesis.

¹⁷ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd ed (Los Angeles: SAGE Publications, 2009), p. 181. <https://doi.org/10.2307/1523157>.

¹⁸ Dawson R. Hancock and Bob Algozzine, *Doing Case Study Research: A Practical Guide for Beginning Researchers*, *Journal of College Student Development*, (New York: Teachers College Press, 2006), p. 40. <https://doi.org/10.1353/csd.2007.0003>.

¹⁹ Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, p. 149.

5. Data Analysis Techniques

a. Data Collection

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes.²⁰ The researcher of this study collecting the data by the phone calling system, and the result of the conversation would be processed in detail.

b. Data Reduction

Anticipatory data reduction is occurring as the research decides which conceptual frame work, which sites, which research question, which data collection approaches to choose.²¹ In this stage, all the data that had been obtained from the conversation between the interviewer and interviewees should have passed through revision process formerly. After that, data would be summarized to pick the important things and discovered the focus point.

c. Data Display

Data display is the presentation of data that well organized, structured, and connected that can be easily comprehended.²² The data would be transcribed after being collected. Thereafter, the final results would be presented

²⁰ Syed Muhammad Sajjad Kabir, *BASIC GUIDELINES FOR RESEARCH (An Introductory Approach for All Disciplines)*, Chapter 9, 1st Ed (Chittagong, Bangladesh: Mohammad Javed Rahim Book Zone Publication, 2016), p. 202. <file:///C:/Users/USER/Downloads/MethodsofDataCollection.pdf>.

²¹ Sugiyono, *Metode Penelitian Kombinasi (Mixed Method)*, p. 335.

²² *Ibid.*, p. 339.

or displayed in narrative reflection of their opinions and perceptions of the role of humour in English Language teaching activities. The researcher displayed the data in a brief description with narrative text.

6. Data Validity Checking

The researcher used triangulation of sources, where data was obtained from different sources with the same technique.²³ This study had a respondent of 6 people who were given the same treatment in data collection techniques.

²³ Sugiyono, *Metode Penelitian Kombinasi (Mixed Method)*, p. 327.