

CHAPTER III

RESULTS AND DISCUSSION

A. Research Implementation

The study was conducted after the researcher has identified appropriate participants for the sample of the study. At the beginning, the researcher reached the Head of an English Department Study Program for asking the data of the participant candidates. Then, she directed to the administration room to meet one of the academic staff since all of the students data is protected and provided there. After getting the data, the researcher started to sort out the file of the students' GPA and arranged it in a note to see the highest and lowest score.

The researcher specified several requirements of this study. Those are active students with the highest and the lowest GPA in the academic year of 2016-2018 in English Department Faculty of Islamic Studies Muhammadiyah Aceh University, conducted by 6 respondents which consisted of 3 male and 3 female.

Before starting the interview, the researcher tried to get through all of the participants, asking for their willingness and time as the sample of this study as well as an interviewee. Researcher did the interview with the participants by chat and telephone since the pandemic of covid-19 made the learning process was no longer allowed to be held face to face, as the solution, the learning process was done online.

The interview took time for one month, since April 6th 2021 until May 7th 2021. The first one was done on April 6th 2021, with the initial student of T, as the

highest GPA among the students in the VII semester, Academic year of 2017. The second interview was held on April 10th 2021 with the highest GPA student's as well, L, in the academic year of 2018, V semester. The next interview with the lowest GPA score, M, the VII semester student in the academic year of 2017, taken on April 20th 2021.

Researcher continued the interview in the next day, 21st of April 2021, with the student's initial name R, as the lowest GPA in the V semester academic year of 2018. The fifth interview held with A, the student with highest GPA in the IX semester academic year of 2016, on April 29th 2021. Finally, the last interview was completed on May 7th 2021, with N as the lowest GPA student in the IX semester academic year of 2016.

Furthermore, after getting the results of interview, the researcher made a simplification of the description. The way of simplifying the data was by selecting an important section, made a summary, classified it into a scheme to make it more focus, dismissed an unimportant part, and rearranged it to produce a correct conclusion.

After all of the information arranged, the researcher reflected and interpreted the result of the study that had been found in the form of words. The last step, conclusions that have been verified were immediately clarified, interpreted, and understood by the flow of cause and effect. Those steps were done to make the study results valid and strong.

B. Students' Point of View Towards the Role of Humour in English Language Teaching

The necessity sense of humour should be possessed by lecturers, the teaching process will also be greatly helped by the application of humour. Researcher found that most of the participants thought humour in the teaching process often be a savior of boring atmosphere, moreover when the students' focus began to decrease. If the class is too serious it might cause laziness, but by applying humour in class, it would be more interesting and exciting.

Although during the learning process there were some students who did not understand the humour that was conveyed, it did not matter. The understanding of humour was not the main problem, because the essential need was that students enjoy the learning situation, which automatically made them find out the way and pay attention for the teacher teaching process. As stated by Garner, humour, alongside other social and contextual factors, can contribute to the creation of a positive and enjoyable environment in such a way that the 'ha-ha' facilitates the achievement of the 'aha'.¹ If they did not feel comfortable with the learning atmosphere, even though the subject was easy to learn, the students would not want to know or understand the materials.

The use of humour in the classroom was conducive to the participants to develop thought and increased the retention of the material provided. Even

¹ R.L. Garner, "Humor in pedagogy: How ha-ha can lead to aha!", ... p. 178, in Victoria, "The Use of Humour in the Off-Task Spaces of the Language Classroom", *ELT Journal*, Vol. 73, (2019), p. 2.

sometimes there were humorous things conveyed by a lecturer that made students kept quiet for a while and started to think for a long time, it was not a big problem. Since that would be the beginning where their desire to know and understand something started to move. Furthermore, humour also has a huge impact on understanding learning and increasing students' enthusiasm for the class learning.

According to the research interview, researcher found that respondents perceived lecturer who has the sense of humour and using humour in the class, especially in English Language Teaching were more creative and fun, approachable and remembered, and also being ignored.

1. Lecturer is more creative and fun

A sub-theme in the students' descriptions of their perceptions of the lecturer who use of humour in the classroom was the lecturer seemed to look more creative and fun. As Garner statement that students frequently underline having a good sense of humour while describing characteristics of a good teacher.² Almost all students in the interview discussion revealed that humour helped the students to enjoy the class and felt the creativity effort of the lecturer itself. One of six students, L, had the following to say:

I think the lecturer is very creative, like they're already busy teaching the material, but at the same time they included some humour or jokes so that

² R.L. Garner, "Humor in pedagogy: How ha-ha can lead to aha!", *College Teaching*, Vol. 54, No. 1, (2006), in Unsal, Agcam, and Aydemir, "Humour-Based Learning: From the Lens of Adolescents", *Multidisciplinary Journal of Educational Research*, Vol. 8, No. 1, (February 2008), p. 32.

the class wouldn't be too serious, and that will make their class worth looking forward to.

Another student, M, also said:

Using humor in class is good because when the lecturer delivers lecture material there are times when we are serious and there are times to relax to make the class atmosphere fun and the mind is not chaotic, if we are too serious we are lazy but if there is humor it will be more interesting and exciting.

From the perspectives above, it can be concluded that humour not only help students on getting rid of the stressful mind but also help them to see the lecturer's creativity to make the class fun and worth to wait.

2. Lecturer is easier to be remembered and approachable

Students in my study explained that humour helped them to remember the lecturer easily. They also noted that lecturer who use humour in the classroom made them felt close and more approachable. According to N:

The use of humour can make students easier to get closer to the lecturer.. the lecturer will be remembered more by the students.. usually like that.. if it's (the humour) funny, it will be remembered.. if it's cheesy, it will be remembered more quickly, the students will recognize them (lecturers).
Wkwk

Based on what N stated, it was clear that when the lecturer used funny humour in class, she or he would be easily remembered, but when the lecturer used humour in the class yet it was not funny, she or he would be the easiest to be remembered by the students. This meant, whether the humour used by lecturers in the classroom was funny or not, students will still remember the lecturers who used humour more easily than those who did not. This statement also related to Deiter's theory that humour can be used to increase lecturer's credibility,

likability, professional image, and perhaps most importantly, teaching effectiveness.³

Another participant said that there was nothing wrong with the lecturer who used humour in the class. In fact, its advantages could make lecturers and students getting closer and more acquainted with each other. L said that: “I think, the lecturer that use humour is easy to get reached . . .”

The participant felt that the lecturer needed to have a sense of humour in order to make the English Language Teaching and Learning process became not too rigid and the class was pleasure. Even when boredom comes, the lecturer has the initiative to make the class refreshed with humour.

3. Lecturer is being ignored

Despite many advantages from the role of humour in teaching, there was a participant who argued that lecturers also needed to control the use of humour to avoid awkward moments and verbalism. As T said:

. . .but the negative one is when lecturers use too much the humour in the class, when they teaching. What do they want to teach to their learner? Too much joke, student will like aa ignoring them. So, aa they doesn't care anymore about the.. about the subject. So they just aa like aa see lecturer joke in the classroom with their humour, students only like the humour. So, rather than the subject.

The participant explained that too much humour would make students ignored the lecturer. This made them careless about the lesson and only saw the

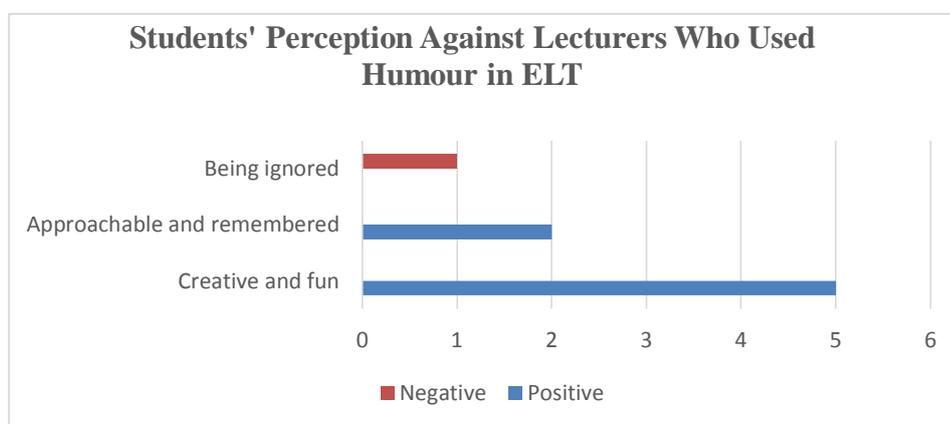
³ Ron Deiter, “The use of humor as a teaching tool in the college classroom”, NACTA Journal, (June 2000), pp. 20-29, in Unsal, Agcam, and Aydemir, . . . p. 32.

lecturer's joking in class and became less respected to the lecturer. So students only saw the lecturer as a joker, and underestimate the lesson.

Therefore, it was okay for lecturers to use humour during the lesson as long as they are aware with the proper situation, targets, and the type of humour used. This statement is also supported by the statements of Medgyes, and Özudođru & Robert that humour can be a powerful tool to moderate stress and promote creativity as long as the condition that teachers integrate humour with content, using it both planned and spontaneously.⁴

In overall view, the results of the students' perceptions can be seen from the chart below:

Chart 3.1 Students' Perceived Towards Lecturers Who Used Humour



The chart shows that most of the participants think lecturer who used humour in English Language Teaching gives more positive impact rather than the negative one.

⁴ Özdođru, A. A., & Robert, F. M., "Humorous cartoons in college textbooks: student perceptions and learning", *Humor*, Vol. 26, No. 1, (February 2013), pp. 135-154, in Hasan Bilokcuoglu and Emre Debreli, "Use of Humour in Language Classes: An Effective 'Filter' or Affective Filter?", *Journal of Language and Linguistic Studies*, Vol. 14, (August 2018), p. 350.

C. Students' Perception Against the Importance of Humour in Learning Process

A large amount of the participants in this study stated that teaching was more than just presenting and explaining material; it was also about how to improve student interest, activity, and effectiveness. One of the ways to engage was by using humour in the classroom to help students became more interested in learning.

Based on the interview results, the students indicated that humour was essential because it can liven up the classroom atmosphere, increased their memories, and helped them felt comfortable in learning with conducive classroom environment. However, too much humour could bring a negative impact such as lecturer got treated with less respect.

1. Enlighten the classroom atmosphere

Most of the students dislike rigid learning, which meant humour was crucial in the learning process. If the class was too serious, there would always be students who could not absorb the lesson because they felt forced and under pressured. This case underlined that humour was essential, because it could liven up the classroom atmosphere and made the class comfortable. This was accordance with the findings of a previous study by Kisno, which found that

humour is useful in creating a learning atmosphere because it breaks down communication barriers in the classroom.⁵ As stated by one of the students, L:

Yes it (humour) is important. If teacher doesn't use humour the class would be so boring. Besides that it will change the atmosphere in the class. The class will be alive and comfortable when the lecturer applied humour in learning.

In addition, T, also stated that:

. . .I want to follow the every single class she or he teach, and never miss, because the class is more comfortable when he or she using the humour.

In overall view, none of the participants denied that humour was beneficial in the learning process, because it encouraged interest and increased students' enthusiasm for learning. The student, A, has said this following statement: "By using humour the class will be more active and increase the effectiveness of teaching activity. Also, the use of humour in the class by teacher can encourage student's interest in learning process." Another student, N, also described it in the following way: "...the lecturer sometimes makes humor, so we are enthusiastic about learning.. And for those who don't understand the lesson, at least they are not bored in class because there is humor."

The previous research by Ashley mentioned that Ziv (1988) studied the beneficial effects of humour on learning of university-level statistics students during a 14-week course. The two conditions included lectures with either humorous or non-humorous content. At the end of the term, analysis of the final examination grades revealed that the humorous condition increased by 10% as compared to the non-humorous grades.⁶

⁵ Kisno, "The Use Of Pedagogical Humor As A Motivational Teaching Strategy In An Indonesian Institute Of Information and Technology," in *The 61st TEFLIN International Conference*, UNS Solo, (2014), pp. 633-635., file:///C:/Users/USER/Downloads/Proceding_TEFLIN_2014_Book_2_p227-230.pdf.

⁶ Ashley Blackmore, "TO JOKE OR NOT TO JOKE – Some Upper-Secondary School Students' Perspectives and Experiences of Humour in the Classroom," (2011), p. 6., file:///C:/Users/USER/Downloads/Ashley Blackmore 2011.pdf.

Above all, the first most important thing was the class atmosphere must be pleasant. With the result that, at least students who did not understand the material would not easily feel bored if the lecturer use humour. This would increased their interest with the lecturer, which finally lead them to feel curious with the lecturers' class material. One of the students, A, described:

. . .most students often bored in teaching process. For instance, some subjects of teaching learning that required serious method. The role of humour in this case can solve this kind of issue.

R, also said the following statement:

. . .lecturers who use humor in the classroom can help students feel better, and make (learning) a fun activity, or make it less boring, and less annoying.

2. Increasing students' memories

A proper humour could be very beneficial to help students improving their memories of subject materials. A fun and attractive way on delivering the information could be one of the effective solutions to create an interesting learning process. As a student, M, mentioned in the following way: “. . .humor that is appropriate to the topic makes learning interesting, improves memory of a material, and reduces sleepiness.” In addition, L also said:

. . .humour in the classroom does help me a lot! It develop my distinct thinking and increases the retention of the material presented. Plus, the application of humour in the classroom also helps me remember a lesson easily.

When a lecturer was able to master the class and provided appropriate humour according to the learning, students would indirectly be interested and remembered the humour that was relatable to the learning topic explained. When

students began to remember it in their brains, explicitly an effective learning was occurred, and that would reduced boredom and sleepiness.

3. Creating positive environment

Another advantage of humour was it could relieved tension in the classroom by creating positive and friendly environment. The positive vibes in the class tended to make students to feel relax and enjoyable yet still focus on their studies. The student, M, delivered it as follows:

. . .humor is necessary so that the teaching and learning process is not too rigid or serious, because teaching is not about the number of students who attend but how many students feel happy.

L, also added:

Humour also helps me relieve my tention in the classroom by creating a positive and friendly environment. With positive and friendly environment, I tend to focus more on lesson.

4. Less respect towards the lecturer

Inspite of many advantages of humour in the learning and teaching process, another opinion against it also appeared from the student's perspective.

According to one of the participant point of view, T, he assumed that:

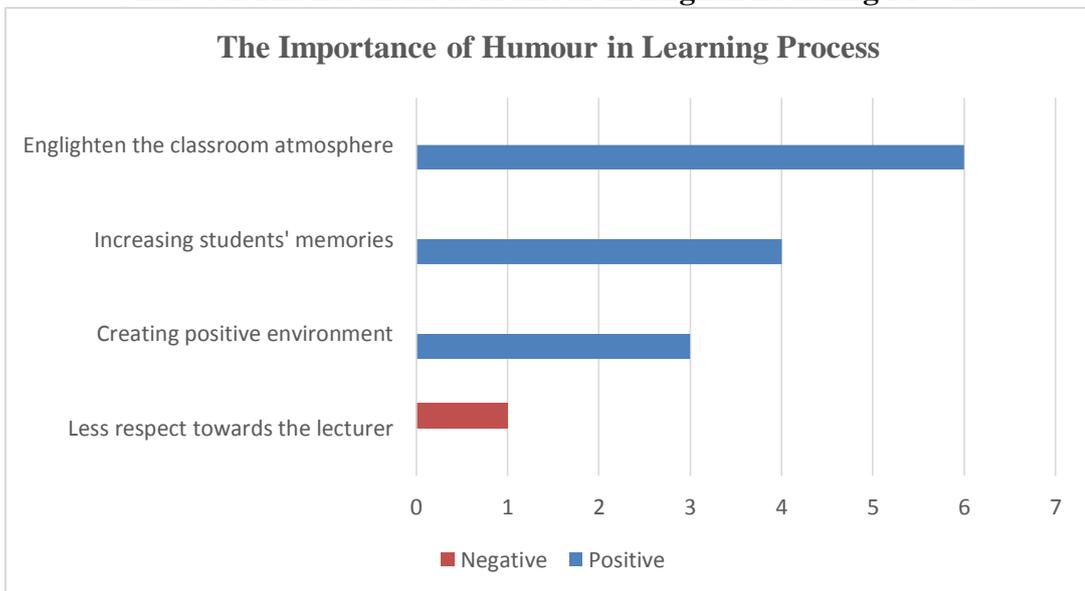
I think the... the humour doesn't need aa use to lecturer when they teaching because aa, when lecturer always using the humour things that sometimes aa the learner will doesn't give a respect for the lecturer too. So, just use the humour less than serious. So, the learner will give you a respect for the lecture, and.. sometimes you need to be like aa.. make the condition enjoying your class.

T has mentioned that the lecturer did not need to use humour when teaching because if lecturer always use and only focuses on humour, sometimes it

made students disrespect the lecturer. However, this participant was not totally disagree with the used of humour, the participant said it was fine to use it for the ice breaking, yet not always or even the humour was more than the materials taught, because learning needs more seriousness.

This following chart provided the conclusion of overall statements of the participants:

Chart 3.2 The Essential of Humour in English Learning Process



From the chart above, according to the participants, it was concluded that humour was advantageous and crucial to be applied in the learning process.