

THE USE OF HUMOR IN TEACHING EFL AT ENGLISH DEPARTMENT

**BY
MUHAMMAD HASAN**



**ANTASARI STATE ISLAMIC UNIVERSITY
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THE USE OF HUMOR IN TEACHING EFL AT ENGLISH DEPARTMENT

AN UNDERGRADUATE THESIS

**Presented to
Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements
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by

Muhammad Hasan

1601241832

**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION DEPARTMENT
BANJARMASIN
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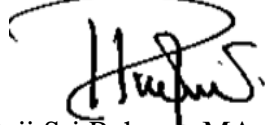
APPROVAL

Title : The Use of Humor in Teaching EFL at English department
Name : Muhammad Hasan
SRN : 1601241832
Faculty : Tarbiyah
Program : Undergraduate Study (S-1)
Department : English Education Department
Academic Year : 2021/2022
Place/Date of Birth : Martapura 27 July 1996
Address : Komp. Kelapa gading 2 Jl. Roma RT:03 RW:01

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Banjarmasin, 8 June 2020

Advisor
Contents and Research Methods



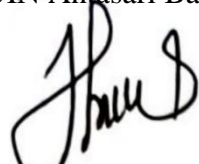
Puji Sri Rahayu, MA
NIP. 197701182008012013

Advisor
Language and Writing Techniques



Fajrianor, S.Pd, MPd
NIP. 201704070

Acknowledged by
Head of English Education Department
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,



Nani Hizriani, MA.
NIP. 197711272003122001

VALIDATION

Title :

Name.....SRN.....has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day :

Date :

Stated :

Score :

Dean Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin

Prof. Dr.H.Juairiah, M.Pd
NIP. 196001061986032004

THE BOARD OD EXAMINERS:

Name	Signature
1. (Chairperson)	
2. (Member)	
3. (Member)	

STATEMENT OF AUTHENTICITY

STATEMENT OF AUTHENTICITY

I, the undersigned, Muhammad Hasan reg.1601241832, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 8 June 2021

The writer,



Muhammad Hasan

ABSTRACT

Muhammad Hasan. 2021. The use of Humor in Teaching EFL at English Department. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Puji Sri Rahayu, MA, (II) Fajrinor SPd, MPd

Keywords: Humor, Humor Strategy, Teaching

Humor is one way to make learning more interesting, some of the benefits of humor is to make difficult lessons feel easier and fun, so that students do not become stressed because of learning and make understanding of the material faster. Many studies have mentioned the benefits of using humor in class and its types but due to the many theories about humor so it gives little difference in the description of the type of humor in each study and also no one explains about the strategy in using humor.

In this study, researcher used qualitative descriptive methods to describe the use of humor in the classroom along with strategies used based on interviews with some students who had felt how to teach their lecturers during their studies. In this study there are 3 steps of analysis procedure, namely: data reduction, data display and drawing and verifying conclusion.

As a result of this study, the researcher found that lecturers once used appropriate humor and that divided again into some part such as Related Humor (Humor Related to Material Without a Specified Tactic, Using Media or External Objects to Enhance Learning, Examples, Stories, Critical/Cynical, Directed Towards Student/Teasing, Teacher Performance, Role Playing/Activities, Creative Language Usage), Unrelated humor (Stories, Jokes, Directed Towards Student/Teasing, Teacher Performance, Creative Language Use) and Unintentional or Unplanned Humor. And the strategy that used together with the humor are Performance strategy, Indirect Facilitation Strategy, Eliciting Strategy and Respondent Strategy.

ABSTRAK

Muhammad Hasan. 2021. Penggunaan Humor didalam mengajar Bahasa Inggris di Jurusan Pendidikan Bahasa Inggris, Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Puji Sri Rahayu, MA, (II) Fajrinor SPd, MPd.

Kata kunci: Humor, Strategi Humor, Mengajar

Humor adalah salah satu cara untuk membuat pembelajaran menjadi lebih menarik, beberapa manfaat humor adalah membuat pelajaran yang sulit terasa lebih mudah dan menyenangkan, sehingga murid tidak menjadi stress karna pembelajaran. dan membuat pemahaman terhadap materi menjadi lebih cepat. Banyak penelitian yang telah menyebutkan manfaat penggunaan humor dikelas beserta jenis-jenisnya namun dikarenakan banyaknya teori mengenai humor sehingga memberikan sedikit perbedaan dalam penggambaran jenis humor pada masing-masing penelitian dan juga tidak ada yang menjelaskan mengenai strategy dalam menggunakan humor tersebut.

Dalam penelitian ini peneliti menggunakan metode deskriptif qualitative untuk menggambarkan penggunaan humor didalam kelas beserta strategy yang digunakan berdasarkan hasil wawancara dengan beberapa mahasiswa yang telah merasakan cara mengajar guru mereka selama di perkuliahan. Di dalam penelitian ini ada 3 langkah prosedur analisis yaitu: data reduction, data display, dan menggambarkan dan memverifikasi kesimpulan

Hasil dari penelitian ini, peneliti menemukan bahwa para guru pernah menggunakan Appropriate Humor dan itu dibagi lagi menjadi beberapa bagian seperti Humor Terkait (Humor Terkait Materi Tanpa Taktik Tertentu, Menggunakan Media atau Objek Eksternal untuk Meningkatkan Pembelajaran, Contoh, Cerita, Kritis / Sinis, Diarahkan Ke Siswa / Menggoda, Kinerja Guru, Bermain Peran / Kegiatan, Penggunaan Bahasa Kreatif), Humor yang Tidak Terkait (Cerita, Lelucon, Diarahkan Menuju Siswa / Menggoda, Kinerja Guru, Penggunaan Bahasa Kreatif) dan Humor Tidak Disengaja atau Tidak Terencana. Dan strategi yang digunakan bersama dengan humor adalah Strategi Performance, Strategi Memfasilitasi Secara Tidak Langsung, Strategi Eliciting dan Strategi Respondent.

MOTTO

“Nobody perfect”

“Just do it”

DEDICATION

I dedicate this thesis for:

1. My beloved parents, Saberi and Samhah who always give me endless love, supports in mentally, spiritually, and materially during the time of study and the process of making this thesis.
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ومولانا محمد وعلى اله وصحبه أجمعين. اما بعد.

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Syawal, 27th 1442 A.H
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Writer

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