

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

To collect the data, the researcher did deep interview which help the researcher to answer the research question. The researcher conducted the interview to students of English education department of Antasari state Islamic university who had experienced all class subject (9th semester students).

1. Kind Of Humor That Used by Lecturer in English Department

a. Related humor

Related humor is any humor that related to the material or enhanced learning in the classroom.

1) Humor Related to Material Without a Specified Tactic

Student shows lecturer use humor related to the course materials, but not describe specific tactic, as some student statement: "Contohnya kaya Mr S, Mr. S tu sidin memang lucu sidin bisa melucu munnya ibarat tiktok tu kaya fyp mandiri tunah

habistu Mr. A, Mr. A tuh yajuatuh sidintu rancak melucu dikelas emang sidin lucu emang sidin bisa melucu ” (participant5, 2021)

In this type the researcher defined as humor without specific tactic because the students described the teacher has funny character that make them have “good vibes” when teaching in the class even they did not do any jokes. This types itself influenced from the teacher characteristic, it is happened because student has humor orientation about the teacher. (Frymier, Wanzer, & Wojtaszczyk, 2008)

2) Using Media or External Objects to Enhance Learning

In this type lecturer using some media to improve learning, like using laptop or projector to playing funny videos. For the example: “Mr. a cara sidin mempraktekan sounds Bahasa inggris lucu, pada saat menjelaskan dari screen laptop karena sidin mempunyai laptop yang touch screen ada mendrawing lucu tempat keluar huruf sidin sambil melawak” (participant1, 2021), “Mrs. s sidin memutar video lucu yang berkaitan dengan mata kuliah sidin” (participant1, 2021), and “Mrs d menyetel kaya video-video apakah kena sidin ada yang lucu , lucunya tentang Bahasa inggris pang sebenarnya, ada jua kaya pengetahuan tujuh negara

ini jar sidin ada yang lucu biasanya jua tetawa”. (participant2, 2021)

From the students statement, the researcher can defined this type of humor because the teacher using laptop, projector to play funny videos. The main thing from this type are type used props or different types of media to enhance learning. (Wanzer, Frymier, Wojtaszczyk, & Smith, 2006)

3) Examples

Lecturer used funny examples to demonstrate course concepts to boost learning. For the example: “Mr.a cara sidin mempraktekan sounds Bahasa Inggris dengan lucu”, (participant1, 2021) and “morphology itukan masih erat kaitannya dengan pronountiation nah terus gimana si dosen ini mencontohkan kata yang pronountiation yang benar dan salah itukan biasanya ada lucu-lucunya juga” (Participant3, 2021)

In this type the researcher defined the kind of humor as example because the teacher gave the example how the right and wrong pronounciation in the funny way. same like the research that have done by Irviana where the teacher gave example about the subject (I,you,we,they) became ayuwaday (in banjaris dialect).

4) Stories

Lecturer used funny stories to explain the lesson. For example: “Ada jua nih contoh lain misalkan dosen yang mengajarnya itu sambil menceritakan pengalaman pribadi si dosen tapi pengalaman pribadinya itu masih relate dengan materi yang disampaikan, misalkan nih tentang penggunaan media pembelajaran nah si dosen inikan biasanya ambil contoh pengalaman pribadi beliau saat mengajar atau saat masih kuliah nah jadi dari cerita itu kan selalu ada cerita-cerita lucu yang tidak terduga yang membuat kita tertawa” (Participant3, 2021) and “beliau tu pernah cerita tentang pengalaman beliau waktu jadi turis di bali kalua kada salah akutu kurang ingat detailnya seperti apa tapi aku ingat itu lucu beliau tu memberikan contoh yang pernah beliau rasakan sebagai seorang turis di bali tentang percakapannya dengan supir taksi klo kada salah tapi yaitu aku lupa ceritanya yang detail seperti apa. Terus beliau itu menceritakannya tu pada saat ditengah-tengah pembelajaran mencontohkan merelatekan pelajaran sama sama materi dengan lawakan beliau”. (participant7, 2021)

The researcher defined the kind of humor as story because the lecturer related the lesson with the story about their experience in past. Just like Wanzer et al explained using funny stories to illustrate course concepts or reinforce learning.

5) Critical/cynical

lecturer was critical or cynical about the material of the course, attempting to be humorous. For the example: “Mun mengajar bawa media yg bujukan, misalnya buah ya bawa buah bujukan” (Participant3, 2021) and “Ketika menjelaskan seorang guru harus siap dalam mengajar, jangan sampai mempronountiation kan coconut menjadi kokonut” (Participant3, 2021)

In this type the lecturer critical about the teaching process in the class the lecturer explained that the teacher should not only talking but also has teaching media such as the real fruit when teaching, or the teacher should prepare their self before teaching so can avoid miss pronunciation.

6) Directed toward students/teasing.

Teacher used humor attempts relevant to the subject and, at the same time, aimed at students. For the example: “sidin kaya tebak

tebakan kayatu lawan murid kan lawan bantuan murid itutuh atau betakun apakah lawan murid” (participant5, 2021), “jar sidin kd rami buhan km nih kd tetawaan nah kaytukan lemparan sidin Ketika kita tu misalnya hening atau apa sidin melemparkan dengan lelucon jadi kitatu meolah kitatu senyum meolah kita tetawa” (participant8, 2021), “menakuni judul skripsi kita lo ada jua lucu-lucu nya” (participant2, 2021), and “sidin tu rancak bekisah habistu tiba-tiba menakuni nah dan jawaban siswatuh yang meolah lucu” (participant5, 2021)

In this type the lecture asking or teasing the students by asking something during the learning so that will make the students panic then made funny expression like the example above. As the result it will make Students be less intimidated and less inhibited about asking questions or making comments. (Deiter, 2000)

7) Teacher performance

Teacher doing some performance like moving and expressing. For the example: “Mrs.a pas mengajar English young learner, sidin memperagakan mengajar guru tk pada saat dikelas” (participant10, 2021), “pembawaan beliau yang agak nyeleneh kaya begitutu lumayan menghibur sih didalam kelas”

(participant7, 2021), “dengan lelucon jua sidin dengan praktek-prakter gerak badannya body language kaytunah jadi dengan lelucon gerak badan dengan lemparan-lemparan lelucon Ketika hening nah itu bisa membuat kita tetawa membuat kita senyuum dan suasana itu cair jadinya” (participant8, 2021) and “Mr spracak jua melucu,, tapi sidin tu lawan Gerakan aktif mimicking something kaytunah untuk mencontohkan sesuatu jadi kadang lucu cara beliau ngomong muka beliautu dibuat selucu mungkin untuk membuat anak-anak tidak stress” (participant9, 2021)

In this type the teacher did something weird or odd such as acting like mr bean, funny body gesture that provided students good vibes in learning.

8) Role playing activities

Teachers employ comedic elements in their course materials, such as student role plays or exercises. For the example: “Mr. F dan Mrs A sidin kaya memfasilitasi karena tugas murid gasan mekspresikan diri biasanya mahasiswa nya jadi ekspressif pas maju didepan kelas” (participant10, 2021)

In this type the lecture became facilitator to create good environment in learning by giving the students a task that need some improvisation such as drama

9) Creative language use

The lecturer used a sense of humour that was relevant to the course subject and utilized creative language or word play. For the example: “Mr.S, saat menjelaskan penulisan penting karena bisa mengubah makna misalnya taheer taheera, tahi” (participant10, 2021), and “Bahasa jerman Bahasa perancisnya ini jar sidin padahal itu lain bahasa perancis itu bahasa kalua nah itu lucu” (participant2, 2021)

From the example the lecturer explain that every single alphabet can create different meaning such as taheer (someone name), taheera (situation when you can hold the shit anymore) and tahi (shit).

b. Humor Unrelated To Class Material

In this category, the lecturer use any humor that have nothing to do with learning or classroom.

1) Jokes

Teacher humor that involved jokes that were not related to the course material. For the example: “dimana bapak tu pas diakhir pelajaran menyambat bahwasannya pokoknya inya ada pribahasa, bukan pribahasa sih Bahasa yang lagi ngetren saat itu tuh yang intinyatu skripsi dihapuskan kaytunah,, kalau saya jadi rektor skripsi saya ganti jadi klipng” (participan11, 2021)

In this type the lecturer throwing a kind of joke that popular in social media and created his own joke like if he becomes rector, he will change thesis become clipping. This thing certainly welcomed enthusiastically by students.

2) Directed toward students/ teasing

Teacher humor that were unrelated to the material and involved teasing or making fun of a student. For the example : “Mun Mr. F pas Mengomen mahasiswa mengenai alis, pasti Mrs E yajua klo sebelum tulak meolah alis jua pasti, habistu kujawab kd paai anggit ulun ni dari sana jua tabal gara-gara itu ketawaan sekelasan” (participan11, 2021), “Mr. F Ketika sidin menunjuk bekajutan, cara sidin menakuni kaya ada unsur begayanya kaya “iya kd (student’s name)” (participant1, 2021).

In this type the lecture teasing about students appearance by asking something that students cannot anticipated so the students giving funny answer or expression.

3) Teacher Performance

Lecturer doing some performance that unrelated to the material. For the example: “sidi berjoget-joget di depan mahasiswa mungkin seperti itu” (participant6, 2021), “saat Mr. S bernyanyi bernyanyi dimana aku kd pernah mendengar pas sidi bernyanyi hanyar kutahu bahwasanya lagu itu ada heheh” (participan11, 2021)

In this type the lecturer dancing or singing in the class. The verse of song that famous like “I don’t know why. You make me cry...”. The funny performance made students know that they are human, real, approachable, not arrogant. and not superior to them so the anxiety in the class reduced.

4) Creative language use

Lecturer used humor that were not related to the course material and involved creative language or word play. For example: “kaya Mr. sp melawak tentang mr dan mrs pillar entah

kenapa itu rasanya lucu terus jua dari pada beliau bilang itu cuma tiang tapi pembawaan beliau yang agak nyeleneh kaya begitutu lumayan menghibur sih didalam kelas” (participant7, 2021)

In this type the lecturer mentions the pillar where the position in the middle of the class that covering some students. The lecturer instead saying “pillar” he adding “Mr and Mrs” to describe the pillar.

c. Unintentional Humor or Unplanned Humor

The lecturer did not intend to be funny, but the students found his/her behavior to be humorous: for example:

“Guru melakukan kesalahan entah itu salah tuliskah typo sidin memberi materi dipapan tulis atau sidin salah sambatkah Ketika menjelaskan atau sidin salah paham lawan siswa yang meolah siswatu tertawa yang yang kesalahan sidintu yang jatuhnya lucu dan siswa tu tetawa.” (participant5, 2021)

In this type the lecturer did some mistake during the class maybe slip tongue or misunderstanding where trigger funny thing to the students.

2. Humor Strategy That Used by Lecturer in English Department

a. Performance strategy

In this strategy the teacher doing some performance such as, body gesture, moving, doing something that's odd, telling story where the main character is the teacher. For the example: the teacher singing telling funny thing (experience, funny stories, and jokes) and doing something mistake that make the students laugh. Doris explained that this strategy function is to holding the learner's interest and creating a warm classroom climate. Some students statement that proved if the lecture using this kind of strategy are: "sidin berjoget-joget di depan mahasiswa mungkin seperti itu" (participant6, 2021), "saat Mr. S bernyanyi bernyanyi dimana aku kd pernah mendengar pas sidin benyanyi hanyar kutahu bahwasanya lagu itu ada heheeh" (participan11, 2021) and "dimana bapak tu pas diakhir pelajaran menyambat bahwasannya pokoknya inya ada pribahasa, bukan pribahasa sih Bahasa yang lagi ngetren saat itu tuh yang intinyatu skripsi dihapuskan kaytunah,, kalau saya jadi rektor skripsi saya ganti jadi kliping" (participan11, 2021)

b. Indirect Facilitating Strategy

The lecturer selects subject matter that allows students to show their sense of humor while learning. such us playing funny videos in the class that related or unrelated to the material. The lecturer allotting classroom to this material to be used. Some students statement that proved if the lecture using this kind of strategy are: “Mrs. S sidin memutar video lucu yang berkaitan dengan mata kuliah sidin” (participant1, 2021), and “Mrs d menyetel kaya video-video apakah kena sidin ada yang lucu , lucunya tentang Bahasa inggris pang sebenarnya, ada jua kaya pengetahuan tujuh negara ini jar sidin ada yang lucu biasanya jua tetawa” (participant2, 2021).

c. Eliciting Strategy

The lecturer let the students to make funny thing by giving some tasks to make a drama or activities that elicit their humours like role playing activities. In this strategy students make funny thing during the task that made their friends laugh. Here some students statement that proved if the lecture using this kind of strategy are: “Mr. F dan Mrs A sidin kaya memfasilitasi karena

tugas murid gasan mekspresikan diri biasanya mahasiswa nya jadi ekspresif pas maju didepan kelas” (participant10, 2021)

d. Respondent Strategy

In this strategy the lecture act like a person who enjoy or appreciate the humor that come from student even the humor or jokes are familiar like laughing or smiling, as students’ statement:

“Mrs R mun presentasi atau bertannya ,inya ketuju pakai gimik gerak tangan yg lucu itu meolah kawan dan dosen ketawaan.” (participant1, 2021), “mereka tu lebih memilih menjawab sendiri dengan kata” yang tidak terduga nah jadi kadang itu membuat dosen tertawa dalam artian apasi ini gitulo salah cuy gitu, terus respo beliau ya setelah it ya diluruskan beliau kdd sih respon yang begimana-gimana” (Participant3, 2021).

B. Discussion

In this study the researcher found that lecturer used many kinds of humour that defined as appropriate humor in the classroom. The appropriate humor itself has some categories in general, they are: related humor, unrelated humor and unintentional humor or unplanned humor. In specific the related humor that used by lectured are: 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. and in specific Unrelated humor are: Stories, Jokes, Directed Towards Student/Teasing, Teacher Performance, Creative Language Use. The other finding is the strategy of humor that used by the lecturer are: performance strategy, indirect facilitating strategy and eliciting strategy and respondent strategy.

From the kind of humor that identified above it seem the lecturer did the teaching strategy that Wandersee explained. first, like choose the suitable humor in the class for the example while the lecturer explains about how the single alphabet can change the meaning of a word by giving example “taher-tahera-tahi”. Second, humor that cannot be anticipated by the students such as asking something weird to a student while learning. Third modification the trend of humor in that time that suitable with them such as “kalau saya jadi rector, skripsi saya ganti jaadi kliping” (participan11, 2021).

The other teaching strategy just like Ocon explained. First, the lecturer used the step where they modification the humor or jokes that popular in that time so they imitate the comedian or entertainer and adapted that thing to classroom. The second, customize humor to their own character just like “mimicking something” where that look funny for students. The third, using humorous comment when the students look not enthusiast in classroom such

as “kada rami buhan km nih kd tetawan” (participant8, 2021). The fourth make fun their self as a subject of humorous jokes, funny stories in the past. The fifth, tie humor to the lesson like acting as a teacher for kinder garden when teaching about English for young learner.

Discuss about humor strategy that used by lecturer. The use of humor strategy should in their portion and it will create positive learning environment. Deiter’s survei explain that lesson that delivered with humor more likely to remember. It indicated from students here from the statement still able to remember if the lecturer humorous in their class. But in this research the researcher found from the interviewee there is a statement that describe if even the lecture funny the students still cannot enjoy the humor because the stereotype that following the lecturer such as horror and if the lecture did a joke the students laugh just for honour them (participant5, 2021). That mean not all of students can enjoy humor from the lecturer but the lecture who prepare and use humor effectively in the class will find that teaching in the class more fun and enjoy because seeing who seem enjoy listening and hearing to them (Deiter, 2000).

Talking about the contain of humor, the researcher found that the contains are divide into wit and jokes, as the definition that explained by Long & Graesser, Jokes can be used in many conversational context and it is context free and independent. Wit defined as everything consciously said that

provokes amusement in a specific conversational context. It seem when the lecturer acting like a teacher kinder garden when she explained how to teach for young learner in front of students that around 20 years old And it is defined as wit. The example of jokes such as the teacher that imitate the joke that popular in internet and brought it to the class like “kalau saya jadi rektor skripsi saya ganti jadi kliping”. This jokes he said after class was dismiss.

Here, there are similarities and different when discuss about the result that the researcher and the previous studies found, for the example in Yusi Andriyani (2016), she found that the lecturer used the appropriate (funny stories and joke) and inappropriate humor (irony and ethnic humor). In Irfiana(2020), she found the teacher used appropriate humor (jokes, stories, collage stereotypes, role playing, or creative language), Unrelated humor (jokes, stories, collage stereotypes, role playing, or creative language), Self-Disperaging Humor (stories, jokes , or comments about himself/herself) that defined as appropriate humor. And the last is Abu Yazid Bustami (2017), he found that from the transkrip of Trevor Noah’s stand-up comedy show video there are 49 laughter-causing utterances where consist about 12 factor (Implicature, Language and words, Assumption, Culture etc). The differences are no one of them explain about how the strategy in using humor in the classroom especially the research by Abu Yazid Al Bustami because his reaseach anlyzed about the transcript of video. Then the finding other

researcher can be differences because the understanding of jokes itself, theory that used to analysed, and where the research that happened. Deiter (2000), mention in his paper, if the audience did not understand or familiar with the premise, they will not find the joke humorous. It means the humorous thing can be funny if the audience understand.