

**ANALYSIS OF HUMOR AS A PEDAGOGICAL TOOL TO ENHANCE STUDENTS  
INTEREST TO SPEAK ENGLISH IN ENGLISH LEARNING**

**By  
Irfiana**



**ANTASARI STATE ISLAMIC UNIVERSITY  
BANJARMASIN  
2020**

**ANALYSIS OF HUMOR AS A PEDAGOGICAL TOOL TO ENHANCE  
STUDENTS INTEREST TO SPEAK ENGLISH IN ENGLISH LEARNING**

**AN UNDERGRADUATE THESIS**

**Presented to  
Faculty of Tarbiyah and Teacher Training  
in partial fulfillment of the requirements  
for the degree of *Sarjana Pendidikan* in English Language Education**

**by**

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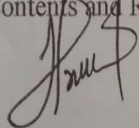
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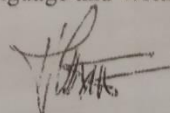
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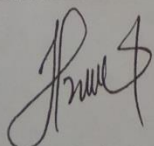
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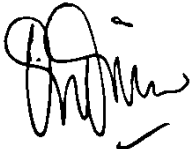
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## STATEMENT OF AUTHENTICITY

I, the undersigned, Irfiana Student Reg. 1501240484, 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,

The writer,



.....

## **ABSTRACT**

**Irfiana.**2020. Analysis Of Humor As Pedagogical Tool to Enhanced Students interest to Speak English in English Learning, at MA Abi Manap Unit Grade 2019/2020. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Nani Hijriani M,A, (II) Nor Izzatil Hasanah, S.Pd, M.Pd.

**Keywords:** Humor, the use of humor in teaching, the category of humor used, students interestto speak.

As a teacher, of course, each of them has their own difficulties in handling their students. It should be that a teacher must find ways to make his teaching more interesting and make students more motivated and more understanding. Pedagogical tool one that needs to be considered by the teacher to regulate the atmosphere of the class. Humor has become something that is needed by everyone normally, as well as students. Humor is also often carried out by teachers as an entertainment insert in learning. The teacher uses humor in education, especially in the field of English, through anecdotes (funny stories) and insertions of funny words in English.

The aim of this study was to analysis whether the use of humor in English class and what categories of humor that teacher use in teaching in the English class. The approach of this study was qualitative.

The data collection through with interview and observation , the subject of this study were the eleventh grade (IPS) students in MA Abi Manap Sei Jangkit.

The results of this study indicate that humor is used by teachers as an educational tool in helping to teach in English. Based on the results of humor research used by the teacher, there are various categories of humor based on the analysis of its categories, namely appropriate humor which is divided into (1) related humor (2) unrelated humor (3) self-disparaging and making good response actions (making students more active , not bored, interested in speaking English, happy and not sleepy, students' interest in speaking English in the presence of humor is considered successful because it makes students more active in speaking English, for English used by students in speaking interest is based on their studies speak more often.

In conclusion, was concluded that the use of humor as a pedagogical tool to enhance students' interest in speaking English in English learning was appropriate and the categories that teacher used was related humor, unrelated humor and self disparaging. The results showed that students were happier and seemed more interested in learning and speaking English because of the humor.

## **ABSTRAK**

**Irfiana.**2020. Analysis Of Humor As Pedagogical Tool to Enhanced Students interest to Speak English in English Learning, di MA Abi Manap Tahun Ajaran 2019/2020. Jurusan Tadris Bahasa Inggris. Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) NaniHizriani, M.A, (II)Nor Izatil Hasanah, S.Pd, M.Pd.

**Kata kunci:** Humor, Penggunaan Humor dalam mengajar, Kategori humor yang digunakan, Ketertarikan siswa berbicara bahasa Inggris.

Sebagai seorang guru, tentunya, masing-masing dari mereka memiliki kesulitan dalam menangani siswa mereka. Seharusnya seorang guru harus menemukan cara untuk membuat pengajarannya lebih menarik dan membuat siswa lebih termotivasi dan lebih pengertian. Alat pedagogis yang perlu diperhatikan oleh guru untuk mengatur suasana kelas. Humor telah menjadi sesuatu yang biasanya dibutuhkan oleh semua orang, juga siswa. Humor juga sering dilakukan oleh guru sebagai sarana hiburan dalam belajar. Guru menggunakan humor dalam pendidikan, terutama di bidang bahasa Inggris, melalui anekdot (ceritalucu) dan penyisipan kata-kata lucu dalam bahasa Inggris.

Tujuan penelitian ini meng analisis penggunaan humor dalam kelas Bahasa Inggris dan apa saja kategori humor yang dipakai guru dalam pengajaran dalam kelas Bahasa Inggris. Pendekatan yang digunakan pada penelitian ini adalah kualitatif.



Data koleksi melalui wawancara dan observasi, subjek penelitian ini siswa pada kelas sebelas (IPS) di MA Abi Manap Sei Jangkit.

Hasil penelitian ini menunjukkan bahwa humor digunakan guru sebagai alat pendidikan dalam membantu mengajar dalam bahasa Inggris. Berdasarkan hasil penelitian humor yang digunakan guru tersebut memiliki berbagai macam kategori humor berdasarkan analisis kategorinya yaitu appropriate humor yang terbagi menjadi (1) related humor (2) unrelated humor (3) self-disperaging dan membuat tindakrespon yang baik (membuat siswa lebih aktif, tidak bosan, tertarik berbicara bahasa Inggris, senang dan tidak mengantuk. Ketertarikan siswa dalam berbicara Bahasa Inggris dengan adanya humor ini di nilai sukses karena berhasil membuat siswa lebih menjadi aktif dalam mengucapkan Bahasa Inggris, untuk Bahasa Inggris yang digunakan siswa dalam ketertarikan bicara itu berdasarkan penelitian mereka lebih sering berbicara mengenai kata humor bahasa Inggris yang guru gunakan sebelumnya.

Kesimpulannya, disimpulkan bahwa penggunaan humor sebagai alat pedagogis untuk meningkatkan minat siswa dalam berbicara bahasa Inggris dalam pembelajaran bahasa Inggris adalah tepat dan kategori yang digunakan oleh guru adalah humor yang terkait, humor yang tidak terkait, dan humor yang berkaitan dengan diri sendiri. Hasil penelitian menunjukkan bahwa siswa lebih senang dan lebih tertarik untuk belajar dan berbicara bahasa Inggris karena humor.

## **MOTTO**

*“Jangan supan belajar, yang penting usahanya. Tuhan menilai usaha, bukan hasil  
(Do not be shy to learn, the important thing is the effort. God assesses effort, not  
result)”*

(KH. Ahmad Zuhdiannor)

## **DEDICATION**

I dedicate this thesis for:

1. My beloved parents, Sadikin and Siti Patimah who always give me endless love, supports in mentally, spiritually, and materially during the time of study and the process of making this thesis.
2. My lovely sisters, Ratnasari S.Pd.I and Halimah, my sisters has been always blessed for the laughs, support me and happiness. They are such life amusements for me.
3. My lovely friends Nurul Hikmah of English education, who was very helpful during collage at UIN Antasari Banjarmasin and always encouraging for me.
4. Comrade in arms made thesis, Nurul Hikmah, Irma, Nani Mawaddah Nor S.Pd, Nurul Hidayati, Tyasfika Nurdina S.Pd, M. Ridha Ramadhani S. Pd, A. Julianto S. Pd, Puji Rahayu S. Pd that helped me in finished this thesis.
5. My uncle Abdurrahman S.Pd, my aunt Siti Bulkis S.Pd Thankyou also helped in lecture process and gave the advice.
6. All my friends in TBI C class that always help and give support to me, wish u all the best for you are, see you on top.
7. All of my friends in UIN Antasari Banjarmasin who have given me supports and love for completing my study.
8. All of teacher and students at MA Abi Manap Sei Jangkit has provided help and appreciation for his enthusiasm.
9. And all those who have helped and encouraged me. I hope you will always in kindness.

## ACKNOWLEDGEMENT

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ. الْحَمْدُ لِلّٰهِ الْعَالَمِیْنَ . الصَّلَاةُ وَالسَّلَامُ عَلٰی سَیِّدِنَا وَمَوْلَانَا مُحَمَّدٍ وَعَلٰی اٰلِهِ  
صَحْبِهِ اَجْمَعِیْنَ . اَمَّا بَعْدُ .

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “ Analysis of Humor as Pedagogical Tool to Enhance Students Interest to Speak English in English Learning”. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah. The writer like to express appreciation and gratitude to:

1. Prof.Dr.H.Juairiah, M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University and all his staff for their help in the Administrative matters.
2. Nani Hizriani, M.A, as the Head of English Education Department for the assistance and motivation.
3. My academic advisor, Dr. HusnulYaqin, M.Ed, for the guidance and encouragement.
4. My thesis advisors, Nani Hizriani, MA, as the advisor of content and research methods for the advice, helps, suggestion and correction.
5. Nor Izatil Hasanah, S.Pd, M.Pd, as the advisor of language and writing techniques for the advice, helps, suggestion and correction.
6. All lecturers and assistants in Faculty of Tarbiyah and Teacher Training for the priceless knowledge.

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.

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January, 31th ,2020 A.D

Irfiana

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