

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

#### **A. Research Finding**

The researcher did the research and got the complete data from all the research instruments including interview and observation. To gain the objectives of the research, the researcher had analyzed the data systematically and accurately. The findings consist of the data obtained through audio recording, observation checklist and interview based on the descriptive qualitative research design in MA Abi Manap Sei Jangkit. The writer collected the data from September 20th 2019 until November 18th 2019. The time that the writer recorded the classroom observation was about 90 minutes in each meeting.

The data was presented in the two parts. The parts of the data came from the data that was from observation and interview. The data also answered two problem statements that the writer formulated which consist of the types of humor were used by the teacher and the effect of teacher' humor to students' interest in EFL classroom. Particularly, the writer showed the findings by giving example extract for every phase in the classroom. Furthermore, the extracts were displayed for different activities.

Interviews were conducted using a purposive technique of 1 English teacher and 5 students (XI IPS) conducted at MA Abi Manap Sei Jangkit. The resource persons who were successfully interviewed intensively were using the names of Mr. K as a teacher and RZ, MY, MR, DY, and LF as a students.

Interview with the resource person with Mr. K was held Monday, 21 October 2019; resource persons with the initials RZ, MY, and MR held on Wednesday, 23 October 2019; resource persons with the initials DY and LF held on Thursday, October 24, 2019.

Data not revealed through interviews are supplemented with data from participatory direct observations conducted over a period of time from September to November. To strengthen the data substance of the results of interviews and observations, a search of existing documents and archives is carried out. All data from this research are described based on the focus of the research questions as follows:

- 1 . The Used of Humor as Pedagogical Tool to Enhance Students interest to speak English

Wanzer et al. (2006) who said that humor as anything that the teacher and students find funny or amusing. This definition suggests that humor could come from either the teacher or the students, or even another source, and might be acknowledged or enjoyed by one party only.

This part presents the research findings which the researcher found in the field by doing interview. It related to the teachers use humor as Pedagogical Tool to Enhance students Interest to Speak English at MA Abi Manap Sei Jangkit. After the researcher investigated the teacher use humor as Pedagogical Tool, finally the researcher got some data. The result of the research findings were presented in the description bellow.

The subject said that humor is one component that can help in teaching so that children are more focused and comfortable when learning. Using humor in class also makes children feel more comfortable and easy to interact so as not to be tense

as he said in interview with researcher "Because if we are too serious sometimes the child feels bored so we need things that make them focused and not bored by using humor "The importance of using humor to students is also due to the encouragement of lack of understanding due to the different pronunciation between mother tongue and foreign language. He (the teacher) did humor in the class when the students looked bored and began to get sleepy, this statement was obtained from the results of the interview as he said "So that learning is not boring and more focused, the humor depends on the material usually like a play, strange words meaning different, so the children are literate (not sleepy) eventually they feel funny with the humor and become even more attentive in the lesson. "

a. Teacher preparation in giving Humor to students as pedagogical tool to interest students speak in English learning

Researchers conducted interview and observation techniques to obtain data. In preparing teachers to provide Humor to Students as pedagogical tools to interest students speaking in English learning, it is known that the teacher did not prepare in detail about the humor, he only did it directly. This was explained by the teacher through an interview with a researcher who said "I use humor usually depending on the cycle, when the children have started to not focus on the lesson, or have started to be sleepy or they have started to be lazy we can immediately direct it with humor, jokes or joke."

b. The preparations of humor in class

From the results of research that has been conducted by researchers, based on teacher interviews said "I use humor when children seem to be getting bored, sleepy so at that time I tuck in a few jokes" Based on this interview it is known

that the teacher in preparing humor is spontaneous or which means not there are special preparations beforehand to use humor in learning. Based on research results from observations, the teacher also looks random in giving humor to his students. As he said in the interview that he uses humor when looking at the condition of his students.

So the class is divided into several parts in the class namely main, while, post.

According to the results of observations researchers found that the use of humor is used by teachers when playing, while, main and post when learning. This example is shown in the data during observation:

#### 1) While activity

Example of humor when teaching activity about vocabulary learning:

T: good morninggg, selamat pagi. How are you today?

S: good morning sir

T : no good morning tapi guuuuuud morning..

S: (laugh)

S: Guuuuuud morning sir, Iam fine and you?..

T: I am fine to thankyou

In this case the teacher uses humor with a related type of humor when using humor with the word "good (guuud)" The teacher tries to do humor by reciting in English correctly but tries to be funny in a humorous tone in the

presence of banjar (local) dialect. Then the students' responses when the teacher uses humor when the main activity shows a good response, students look excited in the beginning of learning, look happy and some become more active in mentioning English words used as humor before.

## 2) Main Activity

Example of humor while learning activities about possessive pronoun:

T: possessive pronoun digunakan untuk kata kepemilikan. Yaitu hers, him, my, ours, dan Thiers. Artinya bisa dilihat di hal 63. Nah contoh, aku milikmu..  
I am yours baby!

S: (laugh)

In this case the teacher makes humor with familiar words and adds it with some funny movements or gestures that make students laugh. Student responses to teachers about this based on observations found by researchers are students who look happy about learning, none of them look sleepy, all students pay attention. Some students just laughed out, and some tried to repeat the humorous words the teacher had said.

## 3.) Post activity

Examples of humor during post activity based on observation as follows:

T : Ok, pembelajaran hari ini enough. So, ingat kau (cow) sapi, bapa lo (buffalo) ...? (*Ok, the study todaay is enough. Remember Cow is sapi, Buffalo is ...*)

S : Kerbau (*Buffalo (student laugh)*)

In the use of humor there are a number of different students' responses on this matter, some understand, some don't understand, some are more active in speaking English after the humor.

**The research found that the teacher who use humor made the students happy;** It made the students are happy. In addition, the students said when the teacher make some humor is made them more happy and enthusiasme in learning then also made them not sleepy when learning. Then made students interested in learning it made the students was funny in classroom so they were interested in learning. The following data was shows the students' response below with students MR said "Ya lebih tertarik. Tidak tegang ... menyenangkan. (*Yes, more interested. Not really serious. Nice*)". **Then also made students are not sleepy;** , it made the students was not sleepy in classroom when they are learning English. The following data was shows the students' respons below with students RZ said "Ya. Ada semangatnya karena lucu itu supaya tidak ngantuk lah. (*Yes, have enthusiasm because the humor for not sleepy*)".

Based on observations the researchers found that a half students were more active in speaking English after hearing the humor, evidenced when the teacher taught the class. The teacher gives a humorous sentence "ayuwadai (i, you, we, they)" To students, The students in the class respond with laughter and recite the humorous sentence that the teacher used before. Besides in class, students also repeat sentences and try to remember the humorous sentences when not in learning or outside the classroom. When outside the classroom based on the results of

interviews students often use the humor that their English teachers do when learning with their friends. Directly the influence of humor makes them more interested in speaking English and easier to remember learning because of the humor.

From the results of the study based on interviews also 1/4 students just listen and say the humor without knowing the meaning, they only know the cuteness.

But from the results of observations and interviews researchers found that all positive results in humor made students more enthusiastic in learning and in making them more interested in English. Based on observational research in interviews 3/4 students became more active in speaking but in this aspect speaking was more active in the repetition of humor instead of speaking English in general.

On the results of the interview with MY said that they often speak English by using jokes or humor with their classmates by using the humor given by their English teacher during learning. RZ also said that when teachers in class use humor they become more enthusiastic in speaking English and not sleepy. In an interview with an MR student, he often did not understand what his teacher said when he did humor in English, but he still laughed and felt funny because the teacher's pronunciation and attitude looked funny. As for the student LF said he felt very happy when learning English because the teacher felt fun with his joke and he became more active in speaking English.

## 2. Categories of Humor Used By the Teacher

To find out the categories of humor as pedagogical tool to Enhanced students to interest to speak English in English learning. There were four meetings

in the English teaching and learning process. Then, the teacher's humor were analyzed and classified to find out, whether they were include into two types of humor based on theory of According to Wanzer et al. (1999) he said that students with high levels of humor orientation learn more when they have teachers who possess high levels of humor orientation; therefore, it is important for teachers to be able to incorporate some type of humor when communicating with students because in order to enhance student learning, those are appropriate humor and inappropriate humor. It is related to Hsieh et al. (2005) who said that classified humor, those are appropriate (positive); appropriate humor is categorized into four types: topic related humor, humor unrelated to a topic, self-disparaging humor, and unplanned humor (Englert, 2010 and inappropriate (negative or offensive) types of humor; Inappropriate humor is explained as one's presenting oneself as superior to another person or group, which can be hurtful and offensive (Hsieh et al., 2005).

To get the result, the total number of teacher's feedbacks in the speaking activities were calculated. Then, how many feedbacks in the form of recast, explicit correction, clarification request, metalinguistic feedback, elicitation, and repetition were calculated. The last step was counting the percentage of each type of feedback. The data of the type of teacher's feedback in the speaking activities are presented below.

Table 1 : Types of humor

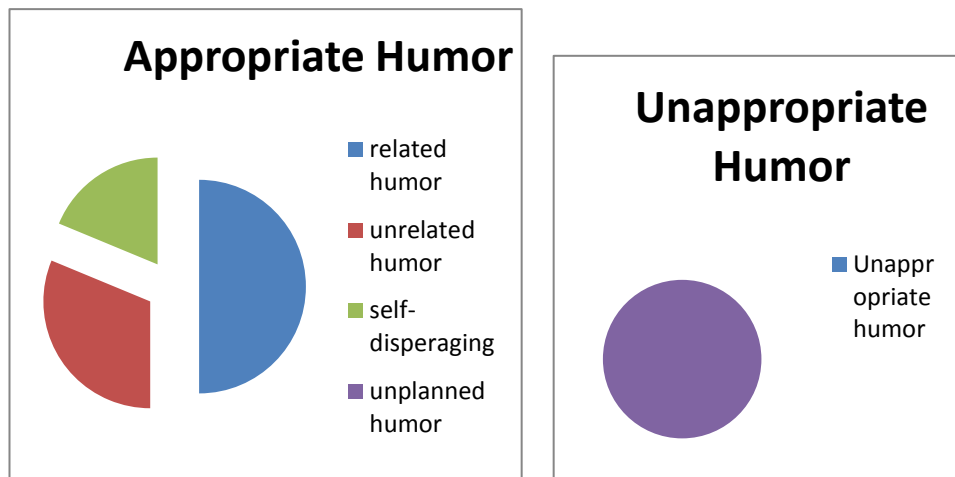
No	Categories Of humor	Total	Percentage
1	Related humor	8	50%



2	Unrelated humor	5	31,25%
3	Self-disperaging	3	18,75%
4	Unintentional or Unplanned Humor	-	0%

No	Unappropriate of humor	Total	Percentage
1	Unappropriate of humor	-	-

Table 1.2 Diagram types of humor



The example of each categories of humor that use teacher in the Classroom can be seen in the following field note experts:

1). Related Humor

Related humor is the teacher can incorporate a personal story that relates to the material, which will gain attention from the students. The writer presented the example on extract as follow :

The teacher was explaining about the vocabulary then the teacher explain how to pronouncing english vocabularies to students that made the students laughing.

T : Dalam bahasa Inggris itu ada yg namanya **subjek kalimat** terdiri dari **i,you,we,they,he,she,it** atau supaya nyaman di ingat(agar mudah di ingat) baca ja “*ayuwadai he she it naaahh kaitu ayuwadaii*” ((dalam bahasa indonesia maksudnya kue nya) ..*ayuwadaaii* (dalam bahasa indonesia maksudnya kue nya) ((In English language there are have subject in the sentences, consists of **i, you, we, they, he, she, it** or easy to remember just read *ayuwadaaii (i, you, we, they) he, she, it, naaah like that ayuwadaaii (i, you, we, they)*”

((*ayuwadaaii means cake*))

S: I you we they.. (Laugh)

(Field not 1, september 20, 2019)

From the extract in text above was indicate types of appropriate humor used by the teacher in the classroom was related humor The teacher gave humor to students related to material. It can be seen when the teacher explaining about the material of to be. Then also the teacher gave the humor with sentence “Ayuwadaiiii ((i, you, we, they)” with banjarese dialect then gave the students way to more easy remember the words with the humor. Then the students more easy to remember also play with that words in which a word of multiple meanings and it made the students laugh becausethe teacher created funny atmosphere.

The teacher was explaining about to be as material to students that made the students laughing.

*T : Ok listen to me! perhatikan rumus berikut, penggunaan pada to be are “they are go to school” subject dulu baru tambahkan to be because they maka to be nya adalah are ya areeee, next baru kata kerja atau verb yaitu go setelah itu baru make objek/keterangan nya yaitu to school. jangan tapaling (tertukar) tempatnya seperti rumus tadi “are they school go to” “school are got to they” “they go to they they” (Ok listen to me! Attention structure bellow in use “are” like the structure “they are go to school” inside subject then add to be because use they so use to be is are yes areeee, next verb it is go then after that make the object/compliment is to school. Don’t tertukar the place/structure. Like “are they school go to” “school are got to they” “they go to they they”.*

*S : Hahaha (students laugh)*

*T : Ok, Sampai disini are you understand ? (Ok, until here are you understand ?)*

*S : Yes*

(Field note 2, September 21, 2019)

From the extract in text above was indicate types of appropriate humor used by the teacher in the classroom was related humor. The teacher gave humor to students related to material. It can be seen when the teacher explaining about the material structure of to be. Then also the teacher gave the humor with sentence “areeeee” “are they school go to” “school are got to they” “they go to they they” with banjarese dialect then gave the students also play with that words in the class then some of students also repeat the humor sentence that teacher say before with

their friends in the class in the learning process. Then it made the students laugh because the teacher created a funny atmosphere.

The teacher was explaining about the vocabulary then the teacher explained how to pronounce English vocabularies to students that made the students laughing.

*T : Jadi menghafal kosakata itu penting minimal 2 hari. Contoh kosakata, misalnya Teacher nah teacher artinya?*

*(So remembering vocabularies it's really important minimal 2 vocabulary in one day. Example of vocabulary, Teacher then teacher is mean?)*

*S : Guru ...*

*(teacher ...)*

*T : Kalo orang Inggris bacanya apa? **Teach..er Teach..er***

*(how to read in England? **Teach..er Teach..er***

*S : **Teach..er Teach..er** (Laughing)*

*T : Nah cuma kadang-kadang karena kita itu terlalu jujur bacanya, sama seperti ini juga.*

*Bacaannya apa?*

*(But sometimes because we are really jujur in reading, also like this.*

*S : School!*

*T : School! Sekarang kalo baca jujur apa? **scol !***

*(Now if reading with jujur like what ? **scol (school) !***

*S : Scol! Scool (school)! (laughing)*

(Field note 3, september 23, 2019)

Based on extract above indicates that one of types of appropriate humor used by the teacher in the classroom was related humor. Where related humor can include jokes, stories, collage stereotypes, role playing, or creative language that is related to the topic being covered in the classroom. It can be seen when the teacher include jokes when he try to pronouncing the vocabularies and the students following the teacher and also they all are look more interest to speak english when the teacher make their laugh.

The teacher was explaining about the vocabulary then the teacher explain how to pronouncing english vocabularies to students that made the students laughing.

*T : Cow artinya apa ? (What means of cow ?)*

*S : Sapi... (cow)*

*T : Dibaca, kau .. (read, kau (cow) ..)*

*S : Kau... (cow)*

*T : Kau sapi ... (Cow (You're) is sapi)*

*S : hahaha ... (students laugh)*

*T : Jadi misalnya ada orang bilang cow sapi (kau sapi) kalo mau balas, buffalo kerbau (bapa lu kerbau) ( So if there someone say with you "cow sapi (You're is cow)" then if you want to answer, say "buffalo kerbau (Your father is buffalo)"*

*S : hahaha yes buffalo kerbau ... (students laugh)*

(Field note 4, September 2, 2019)

Same as with example from extract 1, the teacher use humor types is related humor about vocabulary, and he is use joke with creative language with mix between English language and indonesia language with logat banjarese then the students look interest to speak repeat what teacher say and they are laugh. The teacher use humor with sentence **“cow sapi (You’re is cow)”** and **“buffalo kerbau (Your father is buffalo)”**

## 2). Unrelated Humor

Unrelated humor is the teacher make humor identifies the same examples of realted humor but is not related to material covered in teachers or discussions. Which will gain attention from the students. The writer presented the example on extract as follow :

The teacher was explaining about the example experience and made the students laugh because the teacher use acting funny with the words.

*T : Jadi kalo belajar pelajaran dalam 5 bulan, dibaca dalam 1 malam bisa struk otak! Apalagi kalo belajar sambil main Hp, tidak masuk pembelajarannya ... (So, if learnng the study in 5 months then read just in 1 night is can make brain error! Furthermore you learn with play the heandphone, the study can include ..)*

*S : Apa yang masuk pak? (What the include, sir?)*

*T : Hp nya yang masuk! (The handphone include!)*

*S : hahaha ... (students laugh)*

(Field note 4, September 23, 2019)

From the extract above indicates that one of types of appropriate humor used by the teacher in the classroom was unrelated humor. The teacher gave humor to students does not related with the material. From the text the teacher was giving students about advice for more to learn. Then the teacher was also add some sentence like **“The handphone include!”** that make the students laugh. From this humor the writer saw it is not make the students improve the study but it is make their not nervous and happy in learning.

### 3). Self-Disperaging Humor

Self-Disperaging humor is can be used by a teacher when he or she uses stories, jokes , or comments about himself/herself in a belittling fashion. Which will gain attention from the students. The writer presented the example on extract as follow :

The teacher was explaining about the example experience and made the students laugh because the teacher use acting funny with the words.

*T : Bayangkan saja kalian pelajaran 5 bulan dibaca satu malam, pas bangun guring (saat bangun tidur) he .. he..he .. (imagine, if you are study in 5 months then you read in one night, so when you wake up he he he (do acting funny)*

*S : Hahaha ... (students laugh)*

(Field note 5, September 22, 2019)

In extract above indicates that one of types of appropriate humor used by the teacher in the classroom was self-disperaging humor. The teacher give some

motivation based on the experience with use the humor and acting funny with words “*he he he*” then that are make the students happy and laugh.

For more detail, the writer presents in the table that it shows the precentage of the occurence of types or categorized of humor in the teacher utterances in class meeting from first meeting until fourth meeting. The following table shows:

No	Types of Humor Appropriate	Example
1.	Related Humor	<p>Dalam bahasa Inggris itu ada yg namanya <i>subjek kalimat terdiri dari i,you,we,they,he,she,it</i> atau supaya nyaman di ingat(agar mudah di ingat) baca ja “<i>ayuwadai he she it naaahh kaitu ayuwadaii</i>” ((dalam bahasa indonesia maksudnya kue nya) ..<i>ayuwadaaii</i> (dalam bahasa indonesia maksudnya kue nya)</p> <p>((In English language there are have subject in the sentences, consists of <b>i, you, we, they, he, she, it</b> or easy to remember just read <i>ayuwadaiii (i, you, we, they)he, she, it, naaah like that ayuwadaiii (i, you, we, they)</i>”</p> <p>((<i>ayuwadaiii means cake</i>))</p>
2.	Unrelated Humor	<p>Coba sebutkan siapa ya...nah Rizki! Stand up stand up, please!</p> <p>Coba sebutkan macam-macam <i>to be</i> nangapa haja (apa saja)</p> <p>..ayo stin ap stin ap! (dengan logat banjar)</p>



		((try to mention...who ya? Ah Rizki! Stand up stand up, please! Try to mention kinds of <i>to be</i> .. come on sten ap sten ap!(with banjarese dialect)
3.	Self-Disperaging	T : Bayangkan saja kalian pelajaran 5 bulan dibaca satu malam, pas bangun guring (saat bangun tidur) he .. he..he .. <b>(imagine, if you are study in 5 months then you read in one night, so when you wake up he he he (do acting funny)</b>  S : Hahaha ... <b>(students laugh)</b>

Furthermore, writer found some students more active in their talk, sometime in English and sometime in Bahasa. Then, the writer also found not all the categorized of humor can make the students more active in their talk/speak. Sometimes also they are did not understand what their teacher used humor but they are just laugh.

## B. Discussion

This section presents the discussions based on the findings of the study. It is concerned about the use of humor as pedagogical tool to enhance students interest to speak english in English learning and what kind categories of humor that teacher use as pedagogical tool to enhance students interest to speak english in English learning.

### 1. The use of humor as pedagogical tool to enhance students interest to speak english in learning English

According to Petter Nusser (1996) links humor with a pleasant atmosphere and also as the ability to make others laugh (In Kartawidjaja, 1996, p. 25).

According to Kleverlaan and friends "The art of humor aims to relieve people in living their lives." (In Fitriani & Hidayah, p 80). Therefore, the use of humor is influential in life as expressed above theory makes people around more and happy and aims to alleviate the problems in his life. As a teacher must have expertise in managing his class, strategies or what ways can help him to be more effective and make students happy and pay attention in learning. In this case the researchers found the teacher in using humor as an educational tool to help him in learning is quite effective. Also, the teacher said that using humor so that students are not easily bored and sleepy.

Based on the research, the use of humor as a pedagogical tool is quite effective because researchers find good results. Student responses 9/10 students look very enthusiastic and more active in class. As revealed in the theory of Stopsky (1998) states that humor is a major component to encourage students to be more critical in thinking (in Whisonant, 1998, p 10). This statement is corroborated by Nilson stating that humor is an important learning tool, because it can effectively bring someone to listen to the conversation and is a good tool of persuasion (Hasanat & Subandi, 1998, p 19) and is reinforced by expressed by Saundry, H. & Richard, L. W. (2004) studies carried out by Gruner (1985) found that the speeches of the lectures inserted with humorous elements will give birth to many responses from the listeners. So, humor is good way as pedagogical tool to make students more enthusiasm and more active in learning English.

The use of humor also has the following effects (a) Students are happy, From the result of interview was conducted to the students, the writer found that the teacher used humor in teaching process; it made the students are happy; (b) Interest in

learning, the result of the interview was conducted to the students shows that the teacher used humor in teaching process; it made the students was funny in classroom so they were interested in learning; (c) students are not sleepy, In addition, the student said that sometimes the teacher was more serious in teaching process and it made the students sleepy and it was not effective for studying English. It means that by using humor in the classroom, it make the students were interested to learn. It is line with Garner (2006) who stated that humor increases students' interest in learning, and students who are taught by a teacher who incorporates humor often learn more;

The preparation regarding the use of humor is done spontaneously by the teacher. It is known from the interview that the teacher uses humor when students begin to look sleepy and bored, so the teacher immediately uses the humor. According to Stewart, L.T (2000) explain the element of humor can affect the credibility of a teacher. Teachers can use humor to connect themselves with listeners. Based on the results of observations made by researchers students look not sleepy and not bored when the teacher uses humor in class spontaneously.

The use of the teacher uses humor when learning is divided during pre-activity, while activity and post activity. Based on observations teachers do humor in each learning session both at the opening or pre-activity, mid or while the activity and at the end or post activity.

students to speak English based on interviews and observations note that the use of humor in making students interested in speaking English correctly, but speaking only focuses on humorous sentences through repetition of sentences while they are learning and when outside the classroom when having conversations with friends. Based on the theory of Check (1986) Teachers' effective use of humor

is generally viewed as a positive factor in the classroom (Check, 1986, p 5). From this the researcher found positive things from the use of humor that is making students more interested in speaking English.

So, humor also can use in learning process as help the teacher in teaching the students or improve their skill about english. According to Askildson (2005) supports the inclusion of humor in the language education since it “offers significantly more benefit to the language educator as a specific and *targeted* illustrative tool of the linguistic, discoursal and cultural elements of the language being taught”. Therefore, he argues that humor might be actually used to teach language. This assumption is one of the crucial ones for the research part of author’s thesis (Gregar, 2016, p. 5,29).

## 2. Categories of Humor Used By the Teacher

Data collected from the categories of humor used by the teacher in English learning. In the language of humor used by the teacher also mixed in 3 languages, namely the local language (banjar), Indonesian and English.

In the division of humor categories are divided into 2 based on theory Hsieh et al. (2005) who said that classified humor, those are appropriate (positive) and inappropriate (negative or offensive) types of humor. BerdIn the division of humor categories are divided into 2 based on theory humor. Berdasarkan teori Chabeli(2008) appropriate humor illuminates a sense of positive humor because positive humor incorporates an attitude or perspective that reduces tension in the classroom. Furthermore, acording to Englert(2010)appropriate humor is categorized into four types: topic related humor, humor unrelated to a topic, self-disparaging humor, and unplanned humor.

In the category of humor conducted by the teacher in the classroom based on the results of observations there are 3 categories of humor that the teacher uses in the class namely related humor, unrelated humor and self-disparaging humor.

In the category of related humor the teacher uses more types of humor. Related humor can include jokes, stories, college stereotypes, role playing, or creative language that is related to the topic being covered in the classroom. Teachers in class use humor related to jokes, stories and creative language. It is known that the students' responses to the humor provided by their teacher have a positive impact, it seems that students are very enthusiastic and pay more attention to learning. According Hellman (2007) who said that it is important to use humor at a specific time in the classroom. He went on to say that teachers must first establish rapport and credibility with their students and then incorporate the proper type of humor. So the teacher make humor in the classroom related with the material then can help the students more active and understand about the material.

In the unrelated humor category teachers also quite often use this type. Unrelated humor does not pertain to the information being covered, but it does have a purpose in the classroom. So this humor has nothing to do with matter, according Zhang (2005) found that small talk, self-disclosure, and personal stories increased effectiveness and liking in students. The teacher uses all of these types and students' responses also have a positive effect. They look enthusiastic and become more active, it's just that some students say from the interview results do not understand what the meaning of the meaning of humor they just feel funny. According Glenn (2002) One way to incorporate small talk by the teacher is to show up a few minutes before class. This can be an opportune time for teachers to establish rapport and develop teacher-student relationships. Because small talk and

self-disclosure falls under unrelated humor, it gives the teacher the opportunity to show he is a normal person allow

Then, in the category of self-disperaging humor the teacher used not much observation. Occasionally the teacher is seen using this type of humor but rarely. Self-disperaging can be used by a teacher when he or she uses stories, jokes, or comments about himself / herself in a belittling fashion. It is known that students' responses to this are also said to be good because students look happy and enthusiastic about listening and paying more attention. According Wanzer et. al (2010) Self-disperaging humor was found to enhance motivation in students to process the information.