

CHAPTER I

INTRODUCTION

A. Background of Study

Teaching is an activity that purpose to increase the student quality, like to increase social intelligence, spiritual and academic. In teaching process, teacher has important role because the teacher is required to make class become interesting and inspiring. Such as regulation number 20 years 2003 about national education system sounds:

“The education is a conscious effort and planned to created learning situation and learning process so the student can be active to improve their own potential so they can acquire spiritual power and religion, self-control, personality, intelligent, noble character, and the skill that needed from their self, citizen, nation and state” (UU 20 Tahun 20 tahun 2003 Tentang Sistem Pendidikan Nasional, 2019)

Therefore, the teaching proses the purpose is improving student quality. The teacher should make the learning environment become interesting so the students could be more motivated in learning. One of the ways is by using some humor in teaching activity. Humor will help inspire students and create an environment that facilitates learning (Ocon, 2015). what Ocon said

was also similar with regulation number 20 year 2003 subsection 40 letter a. about national education system, sound:

“Educator and educational staff have the duty of: creating meaningful education environment, pleasure, creative, dynamic and logical.” (UU 20 Tahun 20 tahun 2003 Tentang Sistem Pendidikan Nasional, 2019)

Humor also can combine with cooperative strategy. Cooperative learning is a technique that teachers could use in classrooms to help students reach positive results and also help them build positive relationships among students, giving all the students the chance to be an active part of the learning process (da Luz, 2015). And one of the ways to make good interaction among students in classroom is humor (lowe, 2019)

In Islamic religion prophet Muhammad SAW has given us some example in using humor, one of them is. In a story there was an old women who came to prophet Muhammad SAW and asked about heaven. “there is no old women in heaven” said prophet Muhammad. Listened that word, she cried. So, prophet Muhammad entertained her and explained “indeed when the time is come, you are not old women anymore like now”. Next prophet Muhammad read Q.S Al- Waqiah verse 35-36:

إِنَّا أَنشَأْنَاهُنَّ إِنْسَاءً (٣٥) فَجَعَلْنَاهُنَّ أَبْكَارًا (٣٦)

The hadith narrated by Imam at-Tirmizi in his Sunan, no.1913, also explain about Prophet Muhammad doing joke. from Abu Hurairah Friends of Radhiyallahu anhu, he said:

قَالُوا: يَا رَسُولَ اللَّهِ، إِنَّكَ تُدَاعِبُنَا؟ قَالَ: نَعَمْ غَيْرَ إِنِّي لَا أَقُولُ إِلَّا حَقًّا

In Al-Quran Surat al-An'am: 32 Allah says:

وَمَا الْحَيَاةُ الدُّنْيَا إِلَّا لَعِبٌ وَلَهْوٌ وَلَلْآخِرَةُ خَيْرٌ لِلَّذِينَ يَتَّقُونَ ؕ أَفَلَا تَعْقِلُونَ

From this verse Allah mention that the nature of the world and the hereafter. As for the nature of the world, it is playing and joking, but for the muslim the hereafter is better.

In the student daily life, humor usually exist at school because the interaction among or between people where causes laughter whether intentional or unintentional. Humor also occurs when the learning process in the classroom. It is happened depend on teacher character. The example like the teacher share their funny experiences to attract the attention of students in class that usually the student enjoys it.

Based on my experience when PPL 2 humor has many of functions they are: to familiarize students, make classes more cheerful, make difficult lessons look easier, and increase teacher attractiveness in teaching.

furthermore, An expert explains that humor beside has physiological and psychological benefit the most important reason using humor in learning is to improve student learning. The use of humor in effective way has many positive effects such as create positive environment, easy to remember the lesson etc. (Deiter, 2000)

In education humor has some benefit that can be used by teachers. In my opinion, teachers can use humor as a strategy in teaching, as part of learning material, and also as a refreshing. Humor as a learning strategy has a function to change the lesson that is difficult to become easier and more enjoyable. So that students do not feel stress when learning them, and accelerate their absorption of learning, in addition the use of humor as a learning strategy makes students more interested in learning the lesson and also strengthen the relationship with students.

Just as in strategies, the use of humor as part of material has almost the same impact of reducing tension in understanding the lesson. For example, the teacher gives examples of pronunciation either are correct or wrong like the words "coconut" by using Indonesian pronounce and English pronounce where the Indonesian pronounce sound funny. or explain the use of correct or wrong punctuation. Which change in the meaning of the sentence "let's eat brother". In this word should use coma before the word "brother" (Let's eat, brother) so the reader not misunderstanding.

Then the last humor is used as a refreshing. Humor will refresh students' boredom in learning. The teacher can give a story of a funny or interesting experience and provides motivation from that experience. As the example is the story about the funny experience about his friend that made every time he meets him, the friend always treats him some food. Some lecturers' stories often provide their own motivation which makes us motivated to study English.

Several studies have also raised similar topics, such as a research conducted by Abdul Yazid Albustami who found that he found 49 laughter caused by utterance, and 13 factors that caused utterance to be funny. Then research conducted by Yusi Andriyani, she found teachers used appropriate and inappropriate humor in teaching, and some humor benefits in the classroom. And the last is Irfiana, she found that humor used in teaching is appropriate humor (mixed language between the local language) and success in encouraging students' interest in speaking English.

From some of the research mentioned above, researchers got some gap, namely the explanation of the type of humor used in the class is still less clear, although this is only natural because so many theories about humor and also not explained the strategy used in using humor. So that makes researchers try to raise a title that seeks to find out the type of humor and strategy used in classroom.

B. Research Questions

1. What kind of humor used by lecturer in English department?
2. What kind of humor strategy used by lecturer in English department?

C. Objectives of Study

1. To find out the kind of humor that lecturer's use in English department.
2. To find out the lecturer's strategy when using humor.

D. Significance of Study

1. The result of this research gives more information about the kind of humor and strategy in teaching EFL.
2. It will be useful information for teacher and tutor in English language teaching and learning
3. It will be a source for other researcher in the future who will do the research on the same or similar topic.

E. Definition of Key Terms

1. Humor in teaching

A teaching activity that makes you laugh or smile. The source of humor itself can be from the teacher or students. Either from the word or performance they do and Intentional or accidental.

2. EFL

A lesson where the English as a third language after mother language and Indonesian language. English language is a hard lesson for some students even they are from English department.