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STUDENTS' PERCEPTION OF USING HUMOR IN TEACHING ENGLISH AT XI GRADE IN SMAN 2 TILATANG KAMANG

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Abstract

The goals of this research were to find out the students' perception of using humor in teaching English class and to find out the difference between male and female students' perceptions of using humor in teaching English at XI grade in SMAN 2 Tilatang Kamang. The researcher found several problems related to the use of humor in teaching English. First, some students were noisy in the classroom and did not focus on learning. Second, some students gave positive and negative responses to teachers who used humor in the classroom. Third, there were differences in responses between male and female students regarding the use of humor in the classroom. Last, some students didn't like humor in class. The researcher used a descriptive quantitative method. The researcher chose XI grade. In this study, the researcher used total sampling because the population was less than 100. The researcher used a closed questionnaire. Based on this research, it can be concluded that used humor in teaching had a positive category as marked by the average score of the 4 categories of humor in learning English such as caricature humor was 78.07%, short story or anecdotes humor was 78.58%, special humor was 74.13%. Unplanned was 74.13%. Then, female students more preferable to caricature humor which was 78.72%, and male students more preferable to a short story which was 78.39%. Next, female students had better perceptions than male students which was female was 75,73% while male were 73,81%.

Keywords: Humor, Perception

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INTRODUCTION

In learning process, interaction is one point of success in teaching learning. This interaction will create positive outcomes, happiness, and comfort. Because, it is a collaborative exchange of thought, feeling or ideas between a teacher and learner or a learner and other learner resulting in reciprocal effect on each other (H.D. Brown. 2001). It means good interaction will make students be active and creative mentally and physically. The comfort will give their memories a chance to remember and keep many information, whether in short period or long period.

Good interaction in the classroom, the students can receive the material good given by the teacher. Both of them do some activities that related to transfer and accept knowledge. There is an interactive process between the teacher and the students in the classroom. Good teaching and communication are elements that make classes productive. The way the teacher interacts with students in the classroom is observed by seeing students feel comfortable or not during learning in class activities. Teachers should be able to direct students' attention during the learning process so that students stay focused on the material. In guiding students, teachers should have various ideas to build a positive atmosphere during class activities so that students are motivated to learn. For example, by adding humor at the learning session that make students feel happy and comfortable in class. Humor is one of the methods of solving rigid atmosphere. According to Oxford English Dictionary, humor is that quality of action, speech, or writing which excites amusement: oddity, jocularity, facetiousness, comicality, and fun.

The humor can support the success of the process learning. Sometimes learning is delivered in a monotonous and tense manner. Furthermore, it will be affected the thinking power and attention of students to reduced. Based on Darmansyah, "the results of research in learning at the last decade has revealed that learning will be effective, if students are happy. The joy in learning is proven to have an extraordinary effect on the achievement of learning outcomes of students. Even the potential of intellectual intelligence, which has been the "Primadona" as a determinant of learning success, is not entirely true. Emotional intelligence has contributed significantly to the effectiveness of learning in addition to intellectual intelligence (Darmansyah, 2010).

Humor makes an immeasurable contribution to life humans, especially in the world of education. Using humor in class is one of the positive methods to create an interesting

class. According to Maria in Fata, " Humor has many benefits such as maximizing brain power, contributing to the mind or balance of the body enhances creativity, facilitates communication, and creates an optimal environment for teaching and earning (Ika Aprilia Fata, 2018). “It means humor as a good impact in the learning process in class. As Aboudan states in Fata, "humor is indispensable for teaching and learning to motivate and attract students ' attention” (Ika Aprilia Fata, 2018). It proves that humor can be useful to create a positive atmosphere in the learning process.

Humor is also very influential in a relationship between students and teachers. The use of humor in the classroom can build and maintain a good relationship between teachers and students and can also increase trust between teachers and students (Morrison, 2008). Teachers who have a humorous character in the classroom become one of the teachers who are loved by students and become favorites among other teachers. Actually, Students expected, he/she teachers profile such jaunty, friendly, honest, mature, health mentally, adaptive, strong personality, interesting and not boring. One way to increase the quality of interaction between teacher and students is using humor in learning activities. The fact show that it gives positive effects toward increasing of interaction between teachers and students. In another word that humor has an essential role in facilitating students’ attention in a classroom and their learning outcomes.

There is difference between male and female in perceiving humor. So that, there are some evidences that female students perceive certain subjects to be more offensive than male students do. Studies have shown that female students are less tolerant of jokes about male or female stereotypes that are crude or profane and female students are less likely than male students to enjoy sexual humor (Coope, 2018). This means that there are differences of how students perceive the humor that was giving by the teacher. Studies showed that males are more tolerant toward humor.

Humor type in learning Sheinowitz divides humor designs for learning into two types (Darmansyah, 2010) : a) Planned humor is humor that is planned for learning by using a variety of learning resources that allows the trigger to laugh in students. It is not even necessary to have a high sense of humor, because it only takes a little ability to select and determine the humor obtained from various sources that are considered useful for learning. The forms of planned humor are caricature humor, a short story / humorous anecdote, special humor designs on teaching materials.

b) Unplanned humor is came suddenly. This humor appears spontaneously, both from teachers and students. This humor can be spontaneous and triggered by a variety of creativity in learning. This type of humor can't be done by everyone. Teachers who do not have a high sense of humor may find it difficult to use humor in the classroom. Because it is spontaneous, it requires teachers and students in the class to be able to seize every opportunity that exists. It is not easy to create humor, especially in a learning environment. Using humorous inserts in the classroom requires special intelligence. According to KHA. Mustafa in Adnan said that there is a correlation between intelligence and humor. The teacher must present witty and classy humor. This opinion is in accordance with the statement from Darminto M. And M. Majib states that "classy and intelligent jokes can stimulate the intellectual feelings of the audience so that they can be enjoyed by those around them without feeling overwhelmed" (Morrison, 2008). More, humor is a spontaneous joy that usually occurs naturally when we feel relaxed and happy, a teacher must be ready to collect humor at any time through the events that occur in the classroom. The best way to insert humor in learning that is spontaneous, sudden, and unplanned is that the teachers must be smart in looking for opportunities in each learning process, for example when the teachers sees signs that students are getting bored with learning or after during lunch break, usually the students will be lazy to take part in learning and they are also sleepy, at times like this a teachers must insert humor into learning so that students don't feel bored in learning, the atmosphere becomes less rigid and students are enthusiastic again in the learning process.

METHODS

Research Design

This research used descriptive quantitative research. Quantitative descriptive research used the data shape of the numbers and statistic analyze. There was a different between male and female in responding humor.

Population and Sample

The population in this research was all of Eleventh grade students of SMAN 2 Tilatang Kamang for the 2020/2021 school year consisting of three classes with a population of 78 students. The population in this research was described in the table below:

Table 1. Distribution of population at the Eleventh grade students of SMAN 2 Tilatang Kamang

Class	Male Students	Female Students	Total members
XI MIPA	7	17	24
XI IPS 1	9	17	26
XI IPS 2	14	14	28
Total	30	48	78

The researcher used total sampling because the researcher want to select all of students who were taught as a sample. Sugiyono states that total sampling is a technique sampling that take all populations a sample (Sugiyono, 2014). In conclusion, the sample in this study was the eleventh grade of SMAN 2 Tilatang Kamang for the 2020/2021 period which consisted of 78 students.

Instrumentation

The researcher used questionnaire because it was precise way to collect data related to the focus of the research and gave some advantages for the researcher. In this research, the researcher used the options of *sangat setuju, setuju, netral, tidak setuju, and sangat tidak setuju* as the alternative answer in the scale. Each of them had positive and negative scoring. The following table showed the scoring of each answer:

Table 2. Rating Likert Scale

Pernyataan Positif			**Pernyataan Negatif**		
Sangat Setuju	SS	5	Sangat Setuju	SS	1
Setuju	S	4	Setuju	S	2
Netral	N	3	Netral	N	3
Tidak Setuju	TS	2	Tidak Setuju	TS	4
Sangat Tidak Setuju	STS	1	Sangat Tidak Setuju	STS	5

Source: I'anatut Thoifah (2015)

To validate the data usually the questionnaire is analyzed by using judgement expert. It means that the researcher did the validity to judge questionnaire was valid by consulting it to the experts, which in this research were lecturers of English Education department.

Technique of Data Collection

In collecting data, the researcher conducted by applying several steps. The steps were taken by researcher to collect the data as follow: The researcher distributed the questionnaire to the respondents, the researcher asked respondents to choose the optional answer that provide in the questionnaire, the researcher gave time to the respondents to answer the question, the researcher collected the questionnaire.

Technique of Data Analysis

This data was analyzed through instrument to get the research result after collected the data. In describing the data of the students' perception of using humor in teaching English, the researcher had followed these following steps: 1) The researcher tabulated the data from the respondents' students 2) The researcher classified the questionnaire based on the respondents' gender, 3) The data from both male and female students were analyzed separately, 4) The researcher calculated the percentage of the data, 5) Data interpretation, 6) Data interpretation, 7) Making the conclution.

Table 3. Data Interpretation of Rating Quality

The Range of Category	Interpretation
0% - 20%	Very Negative
21% - 40%	Negative
41% - 60%	Enough
61% - 80%	Positive
81% - 100%	Very Positive

Source: Adaptation from Thoifah, (2015)

RESULTS

Findings

Data Description

The questionnaire was distributed by using WhatsApp application. The questionnaire that the informants received was in Google Forms Format. From the Google Forms, the responses that each sample gave had been recorded automatically and were saved in Google Drive that the researcher already prepared.

Table 4. Students' Perception toward Humor in Learning English

Indicators	Sub Indicators	Percentage	Interpretation
Planned Humor	Caricature Humor	78,07%	Positive
	A short story /Humorous anecdote	78,53%	Positive
	Special Humor	74,13%	Positive
Unplanned	Performance	72,22%	Positive
Humor	Pantomime	73,47%	Positive
	Gestures	73,69%	Positive
Mean Score		75,02%	Positive

The Result of Female Students' Perception of Using Humor in Teaching English Class

It was found out the 26,69% of the female students responded very agree to positive statements and very disagree to negative statements. 36,36% of the female students responded agree to positive statements and disagree to negative statements. 21,18% of the female students responded neutral. 8,80% of the female students responded disagree to positive statements and agree to negative statements. Finally, only 3,97% of the female students responded very disagree to positive statements and very agree to negative statements.

The Result of Male Students' Perception of Using Humor in Teaching English

It was found out the 19,48% of the male students responded very agree to positive statements and very disagree to negative statements. 44,81% of the male students responded agree to positive statements and disagree to negative statements. 22,56% of the male students responded neutral. 10,88% of the male students responded disagree to positive statements and agree to negative statements. Finally, only 2,27% of the male students responded very disagree to positive statements and very agree to negative statements.

Data Analysis

a. Students' perception of using humor in teaching English class

1. Students Perception toward Humor in Learning (Caricature Humor)

There were 4 items of this type of humor which were number 1-4. There were 2 positive items and 2 negative items. The data from the questionnaire can be viewed on the table below:

Table 5. Students Perception toward Humor in Learning (Caricature Humor)

Numbe rof Items	Types of Humor	Alternate Options					Perception
		5	4	3	2	1	
1	Caricature Humor	29	35	9	1	1	78,07%
2		18	32	18	5	2	
3		26	33	12	3	1	
4		15	29	17	11	3	
Percentage		29,33%	43,00%	18,67%	6,67%	2,33%	

It was found that the students' perception toward humor in learning especially caricature humor was 78,07%. This means that the students' perception was positive since it was between score range 61%-80%.

2. A short story / humorous anecdote

There were 4 items that are about this indicator. They are number 5-8 which consisted of 2 positive items and 2 negative items. The data from the questionnaire related to this result are as follow:

Table 6. Students Perception toward Humor in Learning (A short story / Humorous anecdote)

Numbe rof Items	Types of Humor	Alternate Options					Perception
		5	4	3	2	1	
5	A short story / Humorous anecdote	29	37	6	2	1	78,53%
6		17	37	13	5	3	
7		37	30	6	1	1	
8		15	24	15	14	7	
Percentage		32,67%	42,67%	13,33%	7,33%	4,00%	

It was found that the students' perception toward humor in learning especially A short story / Humorous anecdote was 78,53%. This means that the students' perception was positive since it was between score range 61%-80%.

3. Apecial humor

There were 3 items that are about this indicator. They are number 9-11 which consisted of 2 positive items and 1 negative items. The data from the questionnaire related to this result are as follow:

Table 7. students' perception toward humor in learning (special humor)

Numbe rof Items	Types of Humor	Alternate Options					Total
		5	4	3	2	1	
9	Special humor	17	28	21	7	2	74,13%
10		13	24	23	11	4	
11		27	30	12	5	1	
Percentage		25,33%	36,44%	24,89%	10,22%	3,11%	

It was found that the students' perception toward humor in learning especially Special Humor was 74,13%. This means that the students' perception was positive since it was between score range 61%-80%.

4) Performance humor

There were 6 items of this type of humor which were number 12 ,13, 14, 18, 19,22. There were 3 positive items and 3 negative items. The data from the questionnaire can be viewed on the table below:

Table 8. Students Perception toward Humor in Learning (Performance Humor)

Number of Items	Sub Indicators	Alternate Options					Perception
		5	4	3	2	1	
12	Performance	15	26	20	10	4	72,22%
13		21	35	16	2	1	
14		22	35	12	6	0	
18		14	21	23	13	4	
19		14	33	20	6	2	
22		17	14	17	18	9	
Percentage		22,89%	36,44%	24,00%	12,22%	4,44%	

It was found that the students' perception toward humor in learning especially performance humor was 72,22%. This means that the students' perception was positive since it was between score range 61%-80%.

5) Pantomime humor

There were 2 items of this type of humor which were number 15 & 21. There were 1 positive item and 1 negative item. The data from the questionnaire can be viewed on the table below:

Table 9. Students Perception toward Humor in Learning(Pantomime Humor)

Numbe rof Items	Sub Indicators	Alternate Options					Perception
		5	4	3	2	1	
15	Pantomime	17	30	19	7	2	73,47%
21		17	27	20	9	2	
Percentage		22,67%	38,00%	26,00%	10,67%	2,67%	

It was found that the students' perception toward humor in learning especially pantomime humor was 73,47%. This means that the students' perception was positive since it was between score range 61%-80%.

6) Gesture humor

There were 3 items of this type of humor which were number 16, 17, 20. There were 2 positive item and 1 negative item. The data from the questionnaire can be viewed on the table below:

Table 10. Students Perception toward Humor in Learning(Gestures Humor)

Numbe rof Items	Sub Indicators	Alternate Options					Perception
		5	4	3	2	1	
16	Gestures	15	37	17	4	2	73,69%
17		15	31	22	6	1	
20		17	24	20	12	2	
Percentage		20,89%	40,89%	26,22%	9,78%	2,22%	

It was found that the students' perception toward humor in learning especially gestures humor was 73,69%. This means that the students' perception was positive since it was between score range 61%-80%.

Based on the analysis of the data above, it was found out that students had positive perception towards the types of humor that were used in the learning. The result was concluded on the table below:

Table 11. Students' Perception toward Humor in Learning English

Indicators	**Sub Indicators**	**Percentage**	**Interpretation**
Planned Humor	Caricature Humor	78,07%	Positive
	A short story /Humorous anecdote	78,53%	Positive
	Special Humor	74,13%	Positive
Unplanned Humor	Performance	72,22%	Positive
	Pantomime	73,47%	Positive
	Gestures	73,69%	Positive
Mean Score		75,02%	Positive

It can be concluded that the students' perception toward humor in learning English was 75,02% which was in the score range between 61%-80%. This means that the students' perception was in positive category.

b. The difference of female and male students' perception of using humor in teaching English class

1. Female students

There were 47 female students who responded to the questionnaire. It was found that the female students' perception toward humor in learning was 75,74%. This means that the students' perception was positive since it was between score range 61%-80%.

2. Male students

There were 28 male students who responded to the questionnaire. It was found that the male students' perception toward humor in learning was 73,64%. This means that the students' perception was positive since it was between score range 61%-80%.

Table 12. Students' Perception toward Humor in Learning English

Indicators	Sub Indicators	Female vs Male	Whose Perception is better
Planned Humor	Caricature Humor	78,72% > 76,96	Female
	A short story /Humorous anecdote	78,62% > 78,39	Female
	Special Humor	73,76% <74,76%	Male
	Performance	74,04% > 69,17%	Female
	Pantomime	75,11% > 70,71%	Female
	Gestures	74,18% > 70,71%	Female
Mean Score		75,74% > 73,81%	Female

It can be concluded that both male and female students had positive perception toward humor in teaching English. However, the female students had a slightly better perception than the male students.

DISCUSSION

Based on the finding above, it found that the used humor in teaching English had positive category as marked by average score of the 4 types of humor in learning English such as: firstly, caricature Humor was 78,07%, secondly, a short story or humorous anecdote was 78,53%. Next, special Humor was 74,13%. Then, unplanned humor 72.85%.

Furthermore, based on the 4 categories of humor the average score of these indicators was 75,02% which was in the positive category because the score range 61%-80%. Female more preferable to caricature humor while the result was 78,72%. And female more preferable to a short story while the result was 78,39%. Both male and female students had positive perception toward humor in teaching English. However, the female students had better perception than the male students by used humor in teaching English.

This finding supports the theory from cooper et al & Hartono, they said that there were 3 main advantages of using humor (Hartono. 2013). They found that the majority of students reported that an instructor's use of funny humor caused them to pay either a little more or a lot more attention to course content. They found; an instructor's used of funny humor in learning increased instructor relatability for student. Last, they said that instructor use of funny humor increased most students' sense of belonging to the course. The result of this research showed that the students also had positive perception toward the usage of humor in the English teaching class.

Furthermore, this result of the research contradicts the theory from Decker, Rotondo, and Herzoq that said there were some evidences that female students perceive certain subjects to be more offensive than male students did. there were some evidences that female students perceive certain subjects to be more offensive than male students did. Studies had shown that female students were tolerant of jokes about male or female stereotypes that were crude or profane and female students were less likely than male students to enjoy sexual humor. The reason of why this result of the research contradict with the theories from experts is because the researcher did not include the sexual jokes in the questionnaire since it would offensive in the field of the research.

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