

Chapter One

Introduction

In this chapter, there are seven points to discuss. Firstly, it is about background of the study. This part explains the reasons why the researcher is interested in conducting this research. Secondly, it presents identification of the problem in which it describes the problem of the research. Thirdly, delimitation of the problem which discusses the boundary of the research. Fourthly, it is the research questions. Fifthly, objectives of the research, and it explains the aim of the study based on the research question. Sixthly, significances of the study are described. This point discusses the contribution of this research for some educational aspects. Then it is followed by the organization of the chapter which describes the content of each chapter.

Background of the Study

Inside the classroom, the teacher holds all of the control system. The interaction in the classroom is still largely dominated by the teacher such as giving instruction, giving explanation, showing appreciation, encouraging, motivating, and answering students' questions (Senowarsito, 2013). Therefore, the teacher is determining all of the learning activity in the classroom. That the atmosphere created will be nice or boring will depend on the delivery process of the teacher.

In EFL (English as a Foreign Language) classroom, teachers are required to have many alternative strategies for the success of their teaching. Every

strategy is chosen based on the needs of the students. One of many alternative strategies is using humor in the classroom. It will be beneficial for the students if the EFL teachers have a sense of humor character while teaching, because it can be very effective in conveying the material that can be well received by the students (Morrison, 2008). The best conditions for learning are those that allow the students to feel safe enough to take risks. Teachers have the responsibility of creating that needs sense of security for the students. Humor can be a powerful tool for creating fun in the classroom, establishing a more open environment, lessening tension or stress, and allowing everyone to feel more comfortable (Morrison, 2008). The personality characteristics that were most often cited by the studies conducted on what personal qualities that made an effective teacher required a teacher being challenging and having reasonably high expectations, having sense of humor, being enthusiastic and creative (Malikow, 2006).

It makes intuitive sense that humor has the potential of creating a more enjoyed and relaxed classroom atmosphere. It can cause students to experience lower anxiety and to be more motivated. In the language classroom, where students often suffer higher levels of anxiety due to the discrepancy between their cognitive abilities and their linguistic skills, lowering student anxiety would be even more beneficial (Wagner & Urios-Aparisi, 2011).

In teaching practice, there are several courses which the teacher apply humor as a teaching technique. At the same time, a few courses held in an orderly starched without using humor, so some students feel bored and could not focus on a course. Humor is a tool against boredom making the classroom more interesting and appealing while, at the same time, lowering student anxiety (Dörnyei & Ushioda, 2013).

There are some researchers used humor as the topic of the research. A research was conducted by Aboudan (2009) from United Arab Emirates University, United Arab Emirates. The title of the study is "Laugh and Learn: Humor and Learning a Second Language". The purpose of the study is to find the effect of humor on their confidence and participation in ESL

classes. This study argues that “humor” has a positive effect on the language teaching setting in increasing motivation, reduces tension, improves classroom climate, increases student-teacher rapport, and even facilitates learning. Another previous study written by Makewa (2011) entitled “Teachers’ use of humor in teaching and students’ rating of their effectiveness”. The result of this study showed that the use of humor in teaching is acceptable, and students appreciate it because the students have rated the teachers as either good or very good at motivating the students, reducing their anxiety in the classroom, stimulating their thoughts and interest as well as fostering a positive relationship between students and the teachers. The other research was conducted by Stroud (2013) with the title is “The Laughing EFL Classroom: Potential Benefits and Barriers”. The research was survey and interview of 104 Japanese EFL students and found that using humor in EFL classroom gave positive feedback and noticeable positive effect. Recognized as an increase in retention, willingness to participate, and enjoyment of learning and education atmosphere and anxiety reduction

Meanwhile, the two previous studies are similar in terms of the topic of using humor in classroom, and focuses on benefits of humor. There is an issue that has not been studied in previous study above. Hence, the present study can fill the gap of the previous study. Most of the previous studies focuses on the benefits of humor while the present study, in addition to find out the benefits, it also focused on the types of humor in English teaching.

Based on the researcher’s observation, in the EFL class at one of the universities in Yogyakarta, the researcher found several classes where the teachers used humor as a teaching strategy in the classroom. The researcher recalled attending courses with a variety of teachers. The courses were interesting for the students. The researcher realized that the classes that students enjoyed the most were taught by teachers who used humor in their teaching.

When the teacher inserts humor in delivering the material, most of the students laugh. This makes the students more focus on what the teacher delivered in front of them. In fact, the classroom atmosphere is becoming more vibrant and interactive. The "ha-ha" of humor that happened in the classroom may indeed contribute to the "Aha!" of learning from the students (Garner, 2006a).

Based on the discussion above, the researcher was interested in exploring the humor used by the teachers who apply humor as a teaching strategy in the classroom. Since the students are the ones who will get effects from teachers' teaching strategies, it is very important to know their perception on the use of humor in the class. The researcher conducted this study under the title: The use of humor in EFL classroom. This research tried to find out the types of humor that their teachers have used and the benefits of humor in the classroom.

Identification of the Problem

One of the problems that researcher found was the method of the teachers used could lead unenthusiasm for the students. It make any students are either uninterested in learning or have lost interest in learning. it has grown into a significant problem that teachers must recognize. As a result, teachers may figure out what approach or methods will help guide the class succeed. Two factors that may lead to their lack of interest in learning are the students' enthusiasm as well as the teachers' instructional methods.

As a response, building an affective atmosphere is important, especially in the English language classroom; an English language classroom where students are not afraid to make mistakes in the learning process. More specifically, the classroom atmosphere may have a significant impact on the learning process in a second language classroom.

Some teachers use some strategies such as codeswitching of English to Indonesian language in order that the students feel easier to understand the material as the strategy. There

are also teachers who are humorous, using some jokes or funny stories during their teaching process. Previous research has shown that laughter can help students learn more effectively in the classroom. Humor will help students understand concepts and keep their focus.

In other words, the teacher used humour as one strategy that can help to solve the problems mentioned. Humor is effective for lessening tension or stress in the classroom. Teachers can throw a humor questions as *“do you understand? No? Me too hahaha. Well let’s try to understand together.* The question will attract attention of the students, especially with the parenthetically humor in it. It seemed the students enjoyed and got benefits from the humour that their teachers used. Therefore, a study of the use of humour in the classroom is important to conduct.

Delimitation of the Problem

To make this study more focused, the researcher limits the problem. The researcher wanted to find out the use of humor in the EFL classroom.

First, the research focused on investigating the types of humor used by the teacher and the benefit of using humor in the classroom. Second, this study limited to the perceptions of three students of 2017 in English Language Education Department of private university in Yogyakarta.

Research Questions

In line with the aims of the research, the research questions are formulated as follows:

1. What are the types of humor used by the teacher in the classroom?
2. What are the benefits of humor used by the teacher in the classroom?

Research Objectives

Based on the research question, this research aims:

1. To find out the types of humor that the teacher uses in the classroom,
2. To find out the benefits of humor used by the teacher in the classroom.

Significance of the Study

It is expected that the research is beneficial for some parties. The findings of the study provide benefits for students, teachers, and other researchers.

For students. By knowing the findings of this research, students will understand more about the types of humor used by the teacher. In addition, the students can be aware of the benefits of the use of humor in the class, thus they can discuss with their lecturer to provide a supportive classroom environment for them using humor.

For teachers. By knowing the findings of this research, teachers may know the types of humor that can be used in the classroom. This research will be beneficial for the teacher as additional knowledge humor in teaching activity, thus teachers can provide a more engaging teaching situation for the students by using humor.

For the other researchers. This research provides findings that can be used as references for the other researchers. Other researchers can also use the findings of this research to investigate other problems.

Organization of the Chapters

This study is divided into five chapters. The first, chapter one presents the introduction of this research. It presents overviews of why the researcher conducts the research and some background information of this research. The second chapter explains the literature review, which is the review on using humor in teaching activity. The third chapter elaborates the methodology applied in order to conduct this research, such as research design, setting, and

participants of the research, data collection method and data analysis method. The fourth chapter reports the finding and discussion of the research. The last chapter which is chapter five explains the conclusion of this research. It also provides recommendation for the teachers, students, and other researchers.