

Chapter One

Introduction

This chapter presents the introduction of this research. The researcher discusses the background of the research, statement of the problem, the research questions, the objectives of the research, the significance of the research, and the outline of the research.

Background

Teaching is a thing that looks easy but in reality, it is complex and difficult. There is unremitting debate or research about how to create teaching and learning process to be success. There are a lot of studies about the important component for the teacher to improve their practice in teaching and learning process. Moreover, there are some researches that make humor is one of the important component or tool of teaching.

Some teachers believe that the only way for students to take their education seriously is to be serious and earnest in the classroom. However, Wulandari (2014) in her study stated that “the results of the last decade reseach in learning revealed that learning will be more effective if the learners are in a state of joy. Excitement in the learning process has shown a tremendous effect on students’ achievement” (p. 54). One way to engage with students is to combine humor into the classroom. The use of humor in education area can help building a good relationship between students and the teacher. Therefore, there are no gaps among them. The use of humor by the teacher can make people feel comfortable without feeling any differences between the teacher and students (Baid & Lambert, 2010).

Kelly as cited in Chabeli (2008) stated that an important thing for a teacher is to make students feel in love with what they learn. Therefore, the teacher should pay attention on some aspects that enhance the learning process, for example, make the learning atmosphere filling with trust, interest, esteem, positive, and fun. It will generate and encourage both the teacher and the student in learning process. It will create the atmosphere more sociable; the students can ask and answer more comfortably without feeling awkward by the teacher. Students can more easily understand the lesson if they feel comfortable in learning. While humor have many benefits, the use of humor in teaching a lesson can also have its down sides. According to Lei, Cohen and Russler (2010), humor that is offensive or degrading to students can have a negative impact on students' learning. Additionally they stated that too much humor can be detrimental as it can undermine the credibility of the instructor and result in a loss of focus of the instructional objectives. Garner (2006) also warned that just because the teacher is telling jokes does not mean that teacher are teaching effectively. According to Garner, the humor needs to match 3 criteria in order to be effective. It must be specific to what you are teaching, targeted to enhance learning, and appropriate for the audience.

There are many students who are not interested in or demotivated to learn. It has become a major problem that must be faced by teachers. So, the teachers are challenged to find out the way or methods that it would make the class successful. There are several factors, which can cause students' lack interest in learning; they are either students' motivation or teachers' teaching method. Therefore, make an affective environment is important, especially in the English language classroom;

English language classroom that does not make students feel afraid to take a risk of error in learning process. Fromon (2011) stated that the English lesson is the right area that more need of laugh than any other subjects. Thus, it is time to see that humor is one of the components or tools for teaching which could be applied in teaching English. It is reinforced by the presence of some suggestions from the area of foreign language teaching for using humor in the classroom (Deneire, 1995; Munoz-Basols, 2005).

This research is focused on students' perception on teachers' humor in teaching learning process at EED UMY because the use of humor by the lecturers in the class at EED UMY is not unfamiliar. There are some lectures who used humor in their class, but some are not. Based on the researcher's opinion as a student, there are different effects that the researcher got from it. Therefore, the researcher was interested to investigate further research about students' perception on teachers' humor in teaching and learning process at EED UMY.

Statement of the Problems

The researcher has studied the use of humor in teaching and learning process. There are numerous studies of the use humor in the classroom indicate its the positive and negative effects. Then, the researcher found that the use of humor by the lecturers in the class at EED UMY is not unfamiliar and the researcher believed that there are different reactions from the students about the teacher who use humor in the class and as the students of EED of UMY. Therefore, the researcher was interested to investigate the students' perceptions on humor that are employed by the teacher in English as a foreign language classroom in EED

UMY. The researcher wants to give an opportunity to the students to inspect the effects of teachers' humor on English as a foreign language classroom based on the students' experiences.

The Research Questions

Through this research, the researcher will get some types of questions which related with the problem, there are:

1. What are the students' perceptions toward the effects of using humor in teaching learning process at EED UMY?
2. What are the students' perception toward the extent of humor used by EED UMY teachers in teaching learning process?

The Objectives of the Research

The objectives of this research are:

1. To identify students' perceptions toward the effects of using humor in teaching learning process at EED UMY.
2. To identify students' perception toward the extent of humor used by EED UMY teachers in teaching learning process.

The Significance of the Research

The researcher assumes that this study is important to conduct. The significance of this research can be useful for students, teachers, and other researchers.

Students. The students will get more information about humor, especially humor used in education and the advantages for learning process. Thus, student

can give a recommendation their teachers to use humor in their teaching learning process. This also helps students who want to be a teacher in the future to implement humor in their class.

Teachers. This research provides the information on how students perceive the use of humor in the class. When the students have positive perception, the teacher might consider using humor in their teaching and learning process. On the other hand, when the students have negative perception, the teacher should improve the use of humor in the class.

Other researchers. The researcher hopes that this research can inspire other researchers who are interested in exploring the use of humor in the class. Other researchers may possibly use the findings or the results of this research as a reference for their next research.

The Outline of the Research

This research consists of five chapters which discuss students' perception on teachers' humor in teaching and learning process at EED UMY.

Chapter one is introduction. This chapter analyzes the general description about the reason why the researcher chooses this topic. Next, chapter two is the literature review. This chapter reviews some theories which are related to the topic and it also shows the conceptual framework of this study. In the following chapter, which is chapter three is about research methodology. This chapter explained how this research would be conducted. Then, Chapter four presents finding and discussion, in which the chapter focuses on answering two questions

of the research. Lastly, chapter five presents the conclusion of this research and suggestions for students, teachers, and further researchers.