

Chapter Four

Finding and Discussion

This chapter presents the finding and discussion of the research. The researcher conducted this research to investigate students' perception on teachers' humor in teaching learning process. In the finding sections, the researcher elaborates the result of the data containing students' perceptions toward the effects of using humor in teaching learning process at EED UMY and to what extent EED UMY teachers use humor in teaching learning process.

Students' perception on the use of humor in the classroom

At this point, the researcher finds some finding dealing with the students' perception on the use of humor in the classroom. The students' perception is based on their experience. The students' perception of the use of humor in the classroom was that humor was very entertaining, fun, or pleasing, humor was effective to attract the students' attention, humor was made students to have great interest in subjects, and humor made students to remember the material easily.

Finding 1: Humor was very entertaining, fun, or pleasant. Teachers' humor was very entertaining, fun, or pleasant because it can make a student enjoys to learn. It is proved by the statements from three participants. As Luna said that "humor that was done by lecturers usually depends on the situation of the class, sometimes humor can be funny and sometimes are not, but most of humor was very entertaining. So, it doesn't make me bored and sleepy". Then, Dina also said that "humor that given by the lecturer in the classroom was fun, refreshing

and can make me less tense. Humor was quite entertaining”. In another statement by Rani, “teacher’s humor in the class was very pleasant. It can melt atmosphere in the classroom. So the students did not feel too uptight”.

Based on the perceptions’ of participants above, humor was very entertaining, fun, or pleasant. Several authors, such as Sheppard (2002), Williams (2001) and Buckman (2010) defined humor as the action that makes people laugh or that is seen as being funny or amusing. Because of that Wanzer and Frymier (1999) stated that an instructor who uses humor creates a classroom more enjoyable and less anxious and more encouraging, so that students are willing to participate in class. Basically, it creates an environment more conducive to learning.

Finding 2: Humor was effective to attract the students’ attention.

Based on the data obtained, the students said that humor in the class was considered quite effective because humor could get their attention. Therefore, they can stay focused on their lecturer’s explanation. It could be seen on the interview result from Rara and Rani. As Rara said that “humor is one of the ways that is effective enough to attract the attention of students, because it can be uplifting”. Then, Rani also stated, “teacher’s humor was very useful to attract student attention when the students were not focus”.

Based on the findings above, those participants had same perception that humor was effective to attract their attention. Smith (2011) pointed out that “humor attracts attention. A funny story, joke, riddle, or pun will get the brain’s attention quickly. Brain research has shown that students cannot get attention

when students are not in the right emotional state. Humor lifts spirit, relieves boredom and help students stay alert or tune in, thus it keeping their attention” (p. 9).

Finding 3: Humor was made students have a great interest in subjects.

One participant said that humor was very helpful to make them have great interest in the subject. As Dina said that “humor was also very helpful for me to like the lesson that I did not like. Because I felt excited when the lecturer who teaches is humorous”.

Based on the statement above, teachers’ humor was very helpful to make students have great interest in subjects. This finding was supported by Renninger and Hidi (2002) who stated that “students can be supported to develop interest and to work with subject content for which they initially have a less-developed interest” (p. 173). Kelly as cited in Chabeli (2008) pointed out that an important thing for a teacher is to make students feel in love with what they learn.

Finding 4: Humor made students remember the material easily. Based on the data obtained, humor was useful to make students remember the material more easily, here the statement from Rara, “humor was very useful. For example, when the lecturers give humor that was related to the material, I can easily remember the lesson”.

From the statement above, it could be concluded that teachers’ humor was useful for students. They can remember the material easily when the lecturer used humor that was related to the material. Wanzer (1999), for instance, found that, “they want appropriate humor that is relevant, lightens the mood and makes the

information memorable” (p. 54). Torok, McMorris and Lin (2004) asked students about potential outcomes of humor being used in the classroom. They stated that humor made students more likeable and helped them understand the material, boosted their morale, and helped them pay closer attention.

The positive effects of using humor in teaching and learning process at EED of UMY

After collecting the data, the researcher found that there were five effects of using humor in teaching and learning process at EED of UMY. The result is obtained from the perceptions of four participants. The positive effects included that students were relaxed in the learning process, students remembered and understood the material easily, students felt close to the lecturers, students were not afraid of being active in the classroom, and students became more enthusiastic to learn.

Finding 1: Students were relaxed in the learning process. The first positive effect of using humor in teaching learning process is students were relaxed in the learning process. This research found that there were four participants stated that teachers’ humor in teaching learning process made students feel relaxed. It is proved by the statements from four participants. As Luna said that “humor makes students did not feel bored in the class. So, students can relax in the learning process”. Then, Rara also stated that “so, students didn’t feel sleepy or bored when the lecturers were explaining the material. So, the class atmosphere were happy”. In another statement by Dina, she said “the effect that I can feel is happy, relaxed, and not tense or stressed because of the course”.

Another participant, Rani said, “If the lecturer gave us something funny or humor, it makes us feel comfortable. Especially, when we feel stressed because of the lessons”.

Based on the answer of the participants, it could be concluded that humor in teaching and learning process made students feel relaxed; they didn't feel bored, sleepy or stressed. Sometimes students feel stressed, bored, tired physically and mentally in the learning process. There are some factors that make students feel stressed, for example, exam, competition, time demands, assignments, the teachers, and the environment of classroom. In addition, humor helps them feel relaxed to learn in the class. This finding was supported by Martin (1988) who stated that humor can reduce stress or depression, anxiety, fear, and anger. It's also in line with Colom et al (2011), humor is able to mitigate anxiety and stress.

Finding 2: Students remembered and understood the material more easily. Based on the finding of this research, the researcher found there were two participants that stated that humor helping students remember and understood the material more easily. It is proved by the statements from the two participants. Luna stated that “if there is coursing that intersperse with humor, we will be easier to remember it as well”. Then, another statement by Rara, she said that “in my opinion, humor in the classroom makes me more understand the material that has been explained by the lecturer”.

The positive effect of teachers' humor felt by students of EED of UMY was that students remembered and understood the material more easily. Promoting a learning context in the classroom where students experience laughter

and pleasure helps converting the environment into a friendlier. Students seem to be able to produce more as learners feel relaxed in class. Morrison (2008) suggested, “when you find fun, laughter, and teachers with a sense of humor, learning thrives” (p. 6). Shiyab (2009) found that 66.7 percent of Arab students believed that the use of humor increased their understanding and comprehension of material and motivated students to attend class. It was in line with Goodboy et al (2015) that the teacher who applies successful humor into their teaching material and their interactions can create heartening communication atmosphere, increase attention and process information, and eventually facilitate students’ learning.

Finding 3: Students felt close to the lecturers. The researcher found that through teachers’ humor, students can feel close to the lecturers. Here is the Raras’ statement, “humor makes me feel closed to the lecturers. So, we are not afraid with the lecturers”.

Based on that statement, humor can give the positive effect for the students; students can feel closed to the lectures. The use of humor can help establishing good communication between teachers and students; it will also help create the positive learning environment. Forman (2011) asserted that humor can reduce the social distance and freeing someone to talk. Humor is one way to make the relationship between teachers and students become closer. This is in line with Steele (1998) who stated that humor can improve the relationship between group members; sharing experiences and improving group compactness. Wanzer et al (2006) also stated that humor established a positive student-teacher relationship.

Finding 4: Students were not afraid of being active in the classroom.

The use of humor in the class makes students not afraid of being active in the classroom. They will be brave to talk about everything; ask and answer the question in the class when students enjoyed learning and they can feel closed to the lecturer. Rara stated, “we are not afraid to be active in the classroom or actively ask to lecturers”. Another participant, Rani said, “we do not feel reluctant to listen to the lecturer because the humorous lecturer seemed friendly. So, we dare to talk about anything to the lecturer”.

From the data above, it can be concluded that teachers’ humor made students not afraid to be active in the classroom. Cornett (1986) asserted that humor can improve self-confidence and self-esteem. When humor can make students and teachers has good relationships, the students will feel less intimidated and feel less embarrassed about asking question that they do not understand and making comments. It was in line with Forman (2011) that humor also affects the changing role of teacher and students; reduce the social distance and freeing someone to talk.

Finding 5: Students became more enthusiastic to learn and attend the class. The researcher found that through teachers’ humor, students will feel enthusiastic to learn and attend the class. As the statement from Rara, “humor makes us more enthusiastic to learn. So, we are happy to attend the class because the atmosphere doesn’t feel boring. The class will be interesting”. Then, Dina stated that “even though the subject or the lesson is difficult and the time is long, I feel eager to attend a humorous teacher’s class”.

These finding shows that the effect of humor made students more enthusiastic to learn and attend the class. The use of humor may give students a reason to attend class (Berk, 1998). Similarly, Deiter (2000) stated that students whom that have surveyed say they are more likely to attend classes where humor is used and more likely to skip boring classes. If the students like the teacher, they will be more willing to comply with a wide range of teacher requests, which ultimately can result in greater learning outcome. FoItz (1996) reported strong positive correlation between class attendance and student's performance supports the finding of earlier studies (Romer, 1993. White, 1992).

The negative effects of using humor in teaching and learning process at EED of UMY

Previous result of this study showed that the students mention the positive effects of humor that was in line with some theories from some experts. However, not all students' perception of humor was positive. In this study, students also give their perception about the negative effects of humor, such as; students cannot stay focused and the time of study will be reduced. In addition, the students also give their perception and suggestion that humor has no negative effect when the lecturer did not use humor in negative meaning.

Finding 1: Students cannot stay focused. The researcher found that through teachers' humor, students cannot stay focused on the material. It could be seen on the interview result from Luna and Rara. Luna stated, "if the lecturer can't control the time of humor. For example, we can't get focused if we are in the

serious mood then the lecturer somehow interrupts it with humor”. Another participant, Rara also said “sometimes humor makes students less serious to respond the lessons that they have to understand”.

Based on the findings above, those participants had same perception that sometimes humor make them cannot focus on the material. It was because the lecturer cannot control the time of using humor. Cornett (1986) pointed out that inappropriate humor could destroy the mood of a class or distract attention.

Finding 2: The time of study will be reduced. This study found that humor can reduce the time of study. It happened when the lecturer does not consider the time to use humor. Here is the student statement from Rara, “because the lecturer carry over the atmosphere of humor, they only have less time to explain the lesson. So, the materials cannot be explained thoroughly”.

Humor in teaching can promote positive effects, but it can also have unintended negative results if the teacher who does not consider the time to use humor. Like the students’ perception above, humor can reduce the time of study in the class. Hellman (2007) expressed that it is important to use humor at a specific time in the classroom. Davidhizar and Bowen (1992) also have underscored the requirement of harmony between humor and its context and timing.

However, this research also find a student said that humor has no negative effect when the lecturer did not use humor in negative meaning. The statement is proved from Dina, she said, "I do not think the negative effect exists, provided that humor is within reasonable limits. For example, lecturers can provide healthy

humor. The content of humor has no negative meaning. The negative meaning that I mean is when teacher provides humor that contains the meaning of porn or make one of students as a joke”.

After knowing the participants’ perception, the researcher concluded that humor has no negative effect when the lecturer did not use humor in the negative meaning.. The use of humor in the classroom can be a very effective teaching tool but only if it is appropriate and no offensive. Wanzer (1999) said that the use of inappropriate or distracting humor by the instructors could come in the way of students’ learning and affect it negatively. It was in line with Askildson (2001) who said that the types of humor used in the classroom will be beneficially effective if it is used appropriately to the level of students, their age and situation.

Students’ perception toward the extant EED UMY teachers’ humor in teaching and learning process

In this point, the researcher finds the findings dealing with to what extant EED UMY teachers use humor in teaching learning process. Which explains the situation when teacher using humor in the class. The results are obtained from the experiences of four participants. The situation included when the students look bored, sleepy, when students were not focused anymore, when situation in the classroom getting crowded, when teacher teachingat afternoon classes, and when the durations of lesson is long.

Finding 1: When the students look bored. Based on the data obtained, three participants stated that the lecturer used humor when their students look

bored. The students feel bored when the lecturer used the monotonous teaching method. As Luna said, “the lecturer provides humor when students look bored in the classroom”. Another participant Rara also said, “lecturer used humor when their students look bored on the subjects that they teach”. Then, Dina also states that “Lecturers use humor as an ice breaking when their students look bored, because when their lecturers use a monotonous teaching method, which will make students feel bored” (P3.9)

The lecturer used humor when students look bored. This finding is in line with Darmansyah (2012) who noted that, interlude of humor is very helpful for students to improve student-learning motivation, especially when students are experiencing a decrease in concentration, become bored, and lose motivation to learn.

Finding 2: When students look sleepy. The lecturer provided humor as an ice breaking when students look sleepy. There are a lot of reasons when the students felt sleepy in the class. For example, when the lesson has gotten boring, they stayed up too late at night, or they are not feeling well. The important thing is to find the right method of learning so that students do not feel sleepy in the classroom. Luna stated that “the lecturer provides humor or joke for students when they look sleepy”. Then, Dina stated that “lecturers use humor as an ice breaking when their students look sleepy”

Based on the data above, it could be concluded that the lecturer used humor in their teaching when their students look sleepy in the class.

Finding 3: When students were not focused any more. The researcher found that the lecturer used humor in their teaching when students were not focused anymore. Here is the statement from Rani about the students' situation when lecturer used humor, she said, "Usually the lecturers provide humor in the classroom to get students' attention, particularly when students are not focus anymore to the lesson".

When students did not focus, the lecturer will give humor as an ice breaking in their teaching. Smith (2011) pointed out "brain research has shown students can't get attention when students are not in the right emotional state. Humor lifts spirits, relieves boredom and helps students stay alert or tune in, thus it is keeping their attention" (p. 9).

Finding 4: When situation in the classroom is getting crowded. Two participants agreed that the lecturer used humor in their teaching when situation in the classroom getting crowded. It happened because students did not pay attention on the lesson and they tend to be busy with them self. It could be seen in the interview result from Luna and Rani. Luna stated that "the lecturer provides humor when the situation in the classroom is getting crowded". Then, Rani said, "usually the lecturers provide humor in the classroom to get students' attention is when the students are noisy and busy with them self".

It could be concluded that the lecturer used humor in crowded classroom situation; It happened because the students are noisy and do not focus on the lesson.

Finding 5: When lecturer teaching at afternoon classes. This research found that the lecturers of EED of UMY was giving the humor in the afternoon. Afternoon is the time when students are drowsy and not eager to follow the lesson. Afternoon is the time that students feel tired to do the activities but the circumstances force them to attend the class and receive the lesson. Here, the lecturer gave humor to make students became more enthusiastic to follow the lesson and make the learning atmosphere more fun. As the statement from Luna:

“Time is one of the factors of giving humor in the class. Because afternoon is a time when many students are drowsy and not eager to follow the lesson, in such situations, usually the lecturer provides humor as an ice breaking for the students”.

From the data above, it could be concluded that humor will be used in the afternoon classes, when the students are drowsy and not eager to follow the lesson in particular.

Finding 6: When the durations of learning is long. The next situation on the use of humor is when the duration of learning is long. It was happening when the subject had a lot of credits. It will make students feel bored, unfocused, and tired to pay attention to the lesson all the time. Therefore, the teacher was using humor in the classroom as an interlude in their teaching. This research found that there were two participants who stated that humor was used when the duration of learning was long. It is proved by the statements from Dina and Rani. As Dina said, “lecturers use humor as an ice breaking when the duration of lesson is long

or when the subject has a lot of credits, for example, when the credits are more than 2 credits”. Then, another statement from Rani, “...and when the duration of the lesson is long time, it makes the students feel bored, and not focused anymore”.

Based on the participants’ answered, it could be concluded that humor was used when the duration of learning was long. Therefore, humor is used as an ice breaking. By the use of humor, students feel relaxed and not feel burdened of their learning.