

## **Chapter Five**

### **Conclusion and Recommendation**

This chapter presents conclusion and recommendation of this study. The conclusion of the study concludes the result of this study. Besides, this chapter gave the recommendation to the readers who needs any information that is related to this study.

#### **Conclusion**

This study is under qualitative approach. This study has two objectives; identifying students' perceptions toward the effects of using humor in teaching and learning process at EED UMY and identify students' perceptions toward the extant EED UMY teachers use humor in teaching and learning process. The result of this study was obtained from four students at English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY).

First, objective of this research is to identify students' perceptions toward the effects of using humor in teaching and learning process at EED UMY. Based on the data collection, the effects of humor are divided into positive and negative effects, the positive effects are students were relaxed in the learning process, students remembered and understood the material more easily, students felt close to the lecturers, students were not afraid of being active in the classroom, and students became more enthusiastic to learn. Then, the negative effects include 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.

The second objective of this research is to identify students' perceptions toward the extent of EED UMY teachers use humor in teaching and learning process. The participants of this study explain the situation where the lecturer used humor in the class. The situation of using humor are when the students look bored, sleepy, when students were not focused anymore, when situation in the classroom is getting crowded, when teacher teaching at afternoon classes, and when the duration of lesson is long.

The students also give their perception of humor. The students' perception on the use of humor in the classroom were namely humor was very entertaining, fun, or pleasure, humor is effective to attract the students' attention, humor makes students have a great interest in subjects, and humor makes students easy to remember the material.

The students have mentioned the five positive effects of humor and two negative effects of humor. After knowing it, the researcher concludes that humor is needed in the learning process as ice breaking, especially in EED of UMY. Moreover, the students generally welcomed the teachers' humor and preferred humorous teachers. However, teachers should notice the negative effects that may arise in the use of humor in the classroom; the teacher could consider the use of humor in appropriate situation and time. Teachers should also avoid using humor that have negative meaning, for example humor about negative meaning in porn or make one of students as a joke since these types of humor are negative impacts on students' learning.

## **Recommendation**

After knowing the result of this study, the researcher gives some recommendations for the students, teachers, or lecturers and further research.

**For the students.** The students should realize that humor has a positive correlation with their learning. Therefore, the students can appreciate the humors which are often used by teachers in the classroom. These humors are used by their teachers to build a more enjoyable learning environment, so that students can be more motivated to learn.

**For the teacher.** Teachers are expected to continue to make and implement the encouraging learning strategies. Teachers should be able to create a more conducive and enjoyable learning environment. This is because students tend to follow something they enjoy. Teachers can use humor as a way to gain students' attention, improve students' motivation, and build good relationship with students. Humor have a lot of benefits both for students and teachers. However, teachers should also pay more attention to use humor in the right time and type.

**For further researcher.** The researcher in this study has investigated applying humor in the classroom expressed by students' perception. Therefore, the other researchers might conduct the research about this case with another respondents, for example, it is based on teachers' view or perception or the other researchers might use other method, for example they can use quantitative method, so the respondents could be obtained from larger participants. While studying some of this research papers, the researcher found that there was a few sources or research about the appropriate situations to use humor in the class.

Whereas, the use of humor in appropriate situations could minimize the negative effects of humor. Therefore, the other researchers might conduct the research about appropriate situations to use humor through observation or experiment.