

Appendices

Appendix 1: Interview Protocol

Students' Perception on Teachers' Humor in Teaching Learning Process at EED of UMY

Research Questions	Point	Theory	Questions for interview
1. What are the students' perceptions toward the effect of using humor in learning process at EED UMY?	<ul style="list-style-type: none"> – Students' perception toward the humor – Students' perception toward the effect of humor 	<ul style="list-style-type: none"> - reduce stress or depression, anxiety, fear, and anger (Martin R. A., 1988, pp. 139-140) - Improve self-confidence and self-esteem (Cornett, 1986, pp. 11-12). - Improve human mood and assist to avoid mental 	<ol style="list-style-type: none"> 1. Menurut pendapat anda, apa saja pengaruh humor yang kamu dapatkan/rasakan dalam proses belajar mengajar yang dilakukan dosen di dalam kelas? 2. Apa pendapatmu tentang humor

		<p>illness (Colom, Alcover, Curto, & Osuna, 2011).</p> <ul style="list-style-type: none"> - To build better group interaction and transmission of cultural mores (Coleman, 1992). - Improve the relationship between group members; sharing experiences and improving group compactness (Steele, 1998) - Humor can assist in various situations; announced the bad news, criticizing management, 	<p>yang dilakukan dosen di kelas?</p>
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		<p>express regret, conflict resolution, etc (Morrison, 2008).</p> <ul style="list-style-type: none">- Increase the learning (Martin, Preiss, Gayle, & Allen, 2006)- Improve students' performance on the exams; particularly in knowledge and understanding items (Hackathorn, Garczynski, Blankmeyer, Tennial, & Solomon, 2011),- Increase attention and processing information	
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		<p>(Goodboy, Butterfield, Balkon, & Griffin, 2015, p. 47)</p> <ul style="list-style-type: none">- Feel relaxed or non-threatened in their learning- Reducing anxiety about foreign language lessons (Forman, 2011, p. 561).- Students' consciousness of language forms (Lucas, 2005)- Increase vocabulary, fluency, and understanding the structure of	
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		<p>English language (Deneire, 1995)</p> <ul style="list-style-type: none"> - Reduce the social distance and freeing someone to talk. (Forman, 2011, p. 561) 	
<p>2. What are the students' perception toward the extent of humor used by EED UMY teachers in teaching learning process?</p>	<p>Situation</p>	<ul style="list-style-type: none"> - Powers (2005) suggests four things that should be considered when using humor in the classroom: (1) the subject, (2) the tone, (3) the intent, and (4) the situation. - Darmansyah (2012) interlude of humor is very helpful for students to 	<p>1. Dalam situasi apa atau bagaimanakah dosen menggunakan humor didalam proses mengajarnya?</p>

		<p>improve student learning motivation.</p> <p>Especially, when students are experiencing a decrease in concentration, saturated, bored, and lose motivation to learn.</p> <p>- Smith (2011) points out that “brain research has shown students can’t get attention when students are not in the right emotional state. Humor lifts spirit, relieves boredom</p>	
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		and help students stay alert or tune in, thus keeping their attention” (p. 9).	
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