

**HUMOR AS ONE OF THE TEACHER COMMUNICATION
STRATEGIES TO ENHANCE STUDENTS' INTEREST
IN EFL CLASSROOM**

*HUMOR ADALAH SALAH SATU STRATEGI KOMUNIKASI GURU UNTUK
MENINGKATKAN KETERTARIKAN SISWA DALAM
KELAS BAHASA INGGRIS*

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**GRADUATE PROGRAM
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**HUMOR AS ONE OF THE TEACHER COMMUNICATION
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IRNAWATI ISRAIL

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THESIS

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TO ENHANCE STUDENTS' INTEREST IN EFL CLASSROOM**

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PERNYATAAN KEORISINILAN TESIS

Saya, IRNAWATI ISRAIL

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Menyatakan bahwa tesis yang berjudul “*Humor as one of the Teacher Communication Strategies to Enhance Students’ Interest in EFL Classroom*” merupakan karya asli. Seluruh ide yang ada dalam tesis ini, kecuali yang saya nyatakan sebagai kutipan, merupakan

ide yang saya susun sendiri. Selain itu, tidak ada bagian dari tesis ini yang telah saya gunakan sebelumnya untuk memperoleh gelar atau sertifikat akademik.

Jika pernyataan di atas terbukti sebaliknya, maka saya bersedia menerima sanksi yang ditetapkan oleh PPs Universitas Negeri Makassar.

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ABSTRACT

IRNAWATI ISRAIL. 2017. *Humor as one of the Teacher Communication Strategies to Enhance Students' Interest in EFL Classroom* (Supervised by H. Haryanto and Hj. Murni Mahmud).

This study investigates the use of humor by an EFL teacher in terms of interaction between the teacher and the students in teaching and learning process in the 2nd semester at the XI IPA grade of SMAN 21 Makassar. Therefore, the research questions for this study are (1) what types of humor are used by the teacher? (2) What are the effects of teacher's humor to students' interest in EFL classroom? The aims of the study are (1) to find out the humor are used by the teacher, (2) to find out the effect of teacher's humor to students' interest in EFL classroom.

This study applied qualitative method. This research consisted of eight students that were interviewed and one English teacher that was observed in classroom interactions as subject of the research about four meetings. The participants were chosen by using purposive sampling technique. In collecting data, the researcher used audio recording, interview and observation checklist. The recordings were transcribed and analyzed by making use of related the types of humor are used by the teacher and the effect of teacher's humor to students' interest in learning.

The finding showed that the EFL teacher used three types of appropriate humor, namely related humor, unrelated humor, and self-disparaging. The teacher did not use unplanned humor. Furthermore, the writer found the new type of humor that occurred by the teacher namely unresponded plan humor; and the teacher who used humor makes the students not sleepy, interested in learning and acquiring the knowledge easily, not nervous, enjoy the classroom, interact well with their teacher and more enthusiastic.

Keywords: *humor, students' interest, EFL classroom*

ABSTRAK

IRNAWATI ISRAIL. 2017. *Humor adalah Salah Satu Strategi Komunikasi Guru untuk Meningkatkan Ketertarikan Siswa di Dalam Kelas EFL* (Dibimbing oleh H. Haryanto dan Hj. Murni Mahmud).

Penelitian ini mengkaji penggunaan humor oleh guru bahasa Inggris dalam interaksi proses belajar mengajar di semester dua di kelas IPA di SMAN 21 Makassar. Oleh sebabnya, pertanyaan penelitian ini adalah (1) tipe humor apa yang digunakan oleh guru? (2) Bagaimana pengaruh humor guru terhadap ketertarikan siswa dalam kelas bahasa Inggris? Tujuan penelitian ini adalah (1) untuk menemukan tipe humor yang digunakan oleh guru, (2) untuk menemukan pengaruh humor guru terhadap ketertarikan siswa dalam kelas bahasa Inggris.

Penelitian ini menggunakan metode kualitatif terdiri dari delapan siswa yang diwawancarai dan satu guru bahasa Inggris yang diteliti di dalam kelas sebagai subjek penelitian selama empat pertemuan. Peserta dipilih dengan menggunakan teknik *purposive sampling*. Dalam mengumpulkan data, peneliti menggunakan perekam suara, wawancara dan daftar penelitian. Hasil rekaman tersebut ditranskrip dan dianalisis untuk dicocokkan dengan humor yang digunakan oleh guru dan pengaruh humor guru terhadap ketertarikan siswa dalam belajar.

Hasil penelitian menunjukkan bahwa guru bahasa Inggris menggunakan tiga tipe humor yang sewajarnya, yaitu humor yang berhubungan dengan topik, humor yang tidak berhubungan dengan topik dan humor yang berdasarkan pengalaman. Guru tersebut tidak menggunakan humor yang tidak terencana. Selain itu, peneliti menemukan tipe baru yang diucapkan oleh guru yaitu humor yang perencanaannya tidak direspon; dan guru menggunakan humor dapat membuat siswa tidak mengantuk, tertarik dalam pembelajaran dan dapat menerima pengetahuan dengan baik, tidak gugup, menikmati kelas, berinteraksi baik dengan guru mereka dan lebih semangat dalam belajar.

Kata Kunci: *humor, ketertarikan siswa, kelas bahasa Inggris*

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CHAPTER I

INTRODUCTION

This chapter deals with the introduction of this research which includes background of this research that is related to the idea to conduct this research, research questions as guidance of this research, objectives of the research, significances of the research and also the scope of the research

A. Background

In EFL classroom context, there were some of English teachers when they were teaching in the classroom they taught in a very serious way. This way of teaching could increase students' anxiety, decreased their self-esteem, increased their heartbeats in a stressful situation, made students more keep silent than speak up, and students were boring in the class, and moreover, there were some students more likely to out their classes. It is related to Martin (2007) who said that students are more likely to learn if they are happy and amused than if they are feeling anxious and threatened.

Therefore, it is important for teachers to understand how to effectively communicate with students by using humor because English so difficult for them, it made them did not interest to learn English. Using humor as a communication

strategy can deliver the material or engage the students to develop the students' participation in the classroom.

Humor is one of communication strategies that teachers can use in the classroom to increase their effectiveness and then they must be creative and innovative. It is related to Martin (2007) who said that humor is not new for teachers when they teach because humor is a creative teaching technique that places demands on the skills and art of the educators. Humor is one of teacher communication strategies can be utilized to assist learning and can interest students to learn. Humor can create a relationship between teachers and students in harmony.

When teachers use humor affectively in the classroom can result in a number of benefits for teachers and students evaluations (Bryantet et al.1980). It is can make students are more willing to participate in their classes and it is also related to Minchew (2001) who said that humor is the main focus in this study because students are found to be more knowledgeable when teachers used humor in the classroom. In addition, Neumann, et al. (2009), who said that if teachers combine humor with immediacy, it will lighten the mood and help reduce the anxiety of students in the classroom. Thus, highly recommendation to the teacher before starting of the lessons, to design the classroom atmosphere and to create a pleasant condition, so that the feelings or the emotions of the students are comfortable and willing to accept the subject matter.

Humor can be represented as jokes, puns, riddles, sarcasm, physical antics, nonverbal behaviors, cartoons, and one-liners (Wanzer & Frymier, 1999). There are

some benefits that teachers derive from using humor in the classroom; the most significant reason to study teacher humor is to better understand its relationship to students learning. Besides that, using humor in the classroom aims to decorate teacher's interaction with students in learning, humor makes communication more open, makes students enjoyable in acquiring knowledge, and makes students feel more relaxed in the classroom. Furthermore, by humor we can enjoy the work process that requires serious thought as judge, solve problems, and make decisions.

Therefore, it is important for teachers to be able to incorporate some types of humor when communicating with students because in order to enhance student learning. Wanzer et al. (1999), who said that there are two types of humor, they are appropriate (positive) and inappropriate (negative or offensive). Appropriate humor is categorized into four types: humor related topic, humor unrelated to a topic, Self-disparaging humor, and unplanned humor. These four types are considered affective teaching tools for teachers. Inappropriate humor is explained as one's presenting oneself as superior to another person or group, which can be hurtful and offensive (Hsieh et al. 2005), for example, using humor in the class negatively to offend the students because of their work or behavior.

Humor can be used in many different situations by the teacher and by the students, but some types of humor can be more effective than others. The use of humor in the classroom does require a specific technique because some students are naturally funnier than others. So, it is important for teachers to understand how to effectively communicate with students by humor.

In academic context, most previous research focused on the effectiveness of humor in language teaching learning, the affectiveness of humor on reducing students' stress and tension, the positive and negative affects of the use of humor in the classroom setting, and students' perception on the use of humor in the teaching of English as a second language. But few studies concentrated in teacher humor in EFL classroom context especially about the types of humor are used by the teacher and the effect of teachers' humor on students' interest in EFL classroom.

Based on the preliminary observation that has been conducted by the researcher in SMAN 21 Makassar in academic year 2016/2017, it was found that in same condition there were some of English teachers who taught in a very serious way when they were teaching in the classroom,

Based on the descriptions above, the researcher interested to conduct research about *Humor as one of the Teacher Communication Strategies to Enhance Students' Interest in EFL Classroom*", which has been conducted in SMAN 21 Makassar. This research described the types of humor were used by the teacher and the effect of teacher's humor to students' interest in EFL classroom.

B. Research Questions

Based on the background above, the researcher formulated the research questions as follows:

1. What types of humor are used by the teacher?

2. What are the effect of teacher's humor to students' interest in EFL classroom?

C. Objectives of the Research

In relation to the problem statements above, the researcher formulated objective of the research as follows:

1. To find out the types of humor are used by the teacher.
2. To find out the effect of teacher's humor to students' interest in EFL classroom.

D. Significance of the Research

The result of this research were expected to be one of the information for the teachers in teaching English in the classroom which it enhanced information about humor. Generally, this research is covered by two significance, namely theoretical and practical significance.

1. Theoretically

The finding of this research contributed in ELT theory. Where it were expected to introduce and even to familiarize the teacher about the types of humor which were proposed by Wanzer & Frymier (1999), namely appropriate and inappropriate humor and the effect of teacher's humor to students' interest in Indonesian EFL classroom context.

2. Practically

- a. The finding of this research were expected to broaden the knowledge of teachers and educational practitioners about using humor in the classroom and provide useful information or reliable reference for the teacher at SMAN 21 Makassar.
- b. The findings of this research were expected to give contribution and become a source of information for the next researcher to have a further study on humor.

E. Scope of the Research

To avoid the research broadening, the researcher limited this research. The scope of this research was covered or limited to some issues as follows:

1. By discipline, this research was under the discipline of sociolinguistics which was restricted to use of humor by the teacher in EFL classroom.
2. By content, this research focused on the types of humor were used by the teacher and the effect of teacher's humor to students' interest in EFL classroom context. The types of humor which were proposed by Wanzer & Frymier (1999), namely appropriate and inappropriate humor. But, in this research, the researcher just focused on appropriate humor in spoken form that produced by the teacher in EFL classroom. Appropriate humor illuminates a sense of positive humor because positive humor incorporates an attitude or perspective that reduces tension in the classroom. It is categorized into four types: related humor, unrelated humor to, self-disparaging humor, and unplanned humor. Then, by the teacher and students' perception to know the effect of teacher's humor to students' interest in EFL classroom context, it was intended to provide information to the teachers and students about the real situation that occur.
3. By activity, this research conducted at SMAN 21 Makassar. The researcher did observation, interview and audio recording to the students to get the data. Then,

the researcher analyzed the data based on Miles & Huberman's theory (1992). analysis included three steps, namely: data condensation, data display, and conclusion drawing/verification.

CHAPTER II

REVIEW OF RELATED LITERATURE

This part deals with the previous studies, theories or concept related to the thesis' topic and resume. The main points of the review reveal teachers' humor in an EFL classroom context.

A. Previous Related Findings

Before conducting this research, the writer had collected some information which related to discussion in this research. There were some previous studies are cited concisely below:

Alkhatib (2012) conducted a research entitled "*Humor as a Teaching Strategy: The Effect on Students Educational Retention and Attention in a Nursing Baccalaureate Classroom*". Using humor as a teaching strategy with nursing students can be helpful in improving many areas of their education. In this research, the writer explores the effect of using humor as a teaching strategy on the educational retention and attention of sophomore nursing students. The setting for this study was a nursing college at a Midwestern University. The participants were sophomore nursing students who were randomly assigned to a group of humorous and non-humorous

lectures. The result suggested that using humor in nursing classrooms increases nursing students' information retention and increases their attention.

The next were Al-Duleimi & Aziz (2016), under the title "*Humor as EFL Learning-Teaching Strategy*". It has been argued that humor is beneficial in the classroom because it increases social bonding between teachers and students, salience of information, and ultimately recall and retention. The current study attempts to test some assumptions about humor as a pedagogical tool. Results have indicated that using humor to teach material significantly increases students' overall performance. This study provides some valid evidence that humor may maximize the learning outcomes of the college classroom settings.

Furthermore, this research was written by Truett, B. A. (2011), with entitled "*Humor and Students' Perceptions of Learning*". Results displayed that students' perceptions of learning was greater when teachers incorporated related humor, self-disparaging humor, unrelated humor, and offensive humor. Males and females identified the frequency of humor use by teachers almost the same in the study; therefore, males and females displayed that they were able to identify when teachers incorporated specific types of humor in the classroom. The results from this study can help teachers strategize the use of certain types of humor in lectures or discussions to increase students' perceptions of learning. This study also establishes a basis for future studies to look into other types of student learning so that teachers will be more equipped to teach properly.

Other previous research was conducted by Thrita (2014). This research is under the title “*Use of Humor in Classroom Teaching: Students’ Perspectives*”. Humor is a valuable tool for establishing a conducive environment in classroom learning. It demands creativity and imagination to capture students’ attention and interest in one’s teaching. From students’ point of view, a monotonous lecture would hinder their interest to concentrate in the classroom. This study had two objectives; firstly to explore students’ perspectives on the use of humor in classroom teaching and secondly to explore students’ perspectives regarding teachers, using humor in classroom teaching. So, the present study revealed that students prefer humor to be integrated into classroom teaching. The thoughtful use of humor fosters better teacher-student relationship which might culminate in better student learning.

Considering the previous related studies above, it was clearly revealed that the use of humor in teaching learning process more important. It was believed that the application of humor in teaching learning process gave positive influence toward the students in the classroom and made the students interest to learn. Hence, the writer conducted research in the field of Humor as one of the Teacher Communication Strategies to Enhance Students’ Interest in EFL Classroom. However, this research, the writer to find out the types of humor was used by the teacher and the effect teacher’s humor to students’ interest in EFL classroom context.

B. Some Pertinent Ideas

1. The Concept of Humor

a. Definition of humor

Humor is the quality in something that makes it funny and makes people laugh (Longman Dictionary of American English, 2008). According to Merriam Webster dictionary (2001), humor is the mental faculty of discovering, expressing or appreciating something that is comical, amusing, or absurdly incongruous. In addition, Wanzer et al. (2006) who said that humor as anything that the teacher and/o students find funny or amusing. This definition suggests that humor could come from either the teacher or the students, or even another source, and might be acknowledged or enjoyed by one party only.

Among writers, there is a greater level of variation in the ways they define humor in their studies. As simple, humor is the nature of something or a complex situation that can raise the desire to laugh or make something funny. It is related to Eysenck (2009) who stated that humor is something that can make laugh. Furthermore, Martin (2007) who stated that humor is a broad term that refers to anything that people say or do that is perceived as funny and tends to make others laugh as well as the mental processes that go into both creating and perceiving such an amusing stimulus and the effective response involved in the enjoyment of it. Thus,

it also related to Martin (2007) who said that humor can be a talent involving the ability to make others laugh. Moreover, laughing at humor depends on the ability for a subject to find a pun, joke or other humorous text funny or not.

If teachers are able to use humor effectively, students will benefit from this type of communication tool. There are a number of benefits that teachers derive from using humor in the classroom; the most significant reason to study teacher humor is to better understand its relationship to students learning. Besides that, using humor in the classroom aims to decorate teacher's interaction with students in learning, humor makes communication more open, makes students enjoyable in acquiring knowledge, and makes students feel more relaxed in the classroom.

Based on the explanation above, the writer concluded that humor is the nature of something that can make people laugh. Furthermore, using humor in the classroom can create a relationship between teachers and students in harmony make communication more open between teachers and students, makes students enjoyable in teaching learning process, and makes students feel more relaxed in acquiring knowledge. So, the use of humor is an important teaching tool that must be studied in order to have more effective teachers.

b. Function of humor

In discussing self-directed humor, Ziv (1984) identifies the following four functions: (1) redefining the social hierarchy by higher status individuals in order to create solidarity among group members of differing social status, (2) protecting the

self by identifying a weakness before anyone else does, (3) sharing simulates between self and others, and (4) coping with weakness by making light of them.

According to Hartanti (2002) who said that the most important functions of humor is its power to free ourselves from a lot of obstacles and restrictions in daily life. Humor can remove the individual from the various demands of experienced and can be freed from feelings of inferiority.

Based on the explanation above, it was concluded that the humor has function of which are physiological functions that would give good impact to health, in addition to the psychological functions that can enhance a person's health. Another function of the humor is in terms of social education and making it easier for a person to interact with the environment. Therefore, humor is anything perceived by parties as humorous in any communication act.

c. Benefits of humor

Humor as a multidisciplinary phenomenon can be viewed from differing points of view depending on its specific context of use: from social to psychological, from philosophical to physiological, and from linguistic to a lay person.

1) Physiological benefits of humor

The main physiological effects of humor have been documented as: increasing blood circulation, muscle relaxation, aiding digestion, and facilitating recovery from surgery (Borins 1995; Cousins 1979; as cited from Ruch 2007). Humor also improves the body's immune system (Martin & Dobbin, 1988), stimulating circulation and improving respiration (Fry & Rader, 1977; Fry & Savin, 1988), increasing the level

of endorphins that help in pain tolerance (Berk et al. 1989), and lowering blood pressure (Fry & Savin, 1988). The relief theory of humor incorporates a physiological viewpoint in which laughter is seen as a venting of nervous energy. Freud supported the theory of humor, he believed that psychic energy is used in humorous situation and, as it becomes overabundant, is released as laughter, a physical process.

2) Psychological benefits of humor

Olpin & Hesson (2013) who said that the main psychological benefits of humor which consist in: a) reducing stress, anxiety, and tension; b) elevating mood, self-esteem, hope, energy; c) enhancing memory, creative thinking and problem solving; d) improving interpersonal interactions. Learning activities always cause a certain level of tension and anxiety in learners. Humor may act as incentive to learners to find the learning process funny and enjoyable, rather than a dead boring business (Berk, 1996; Kher, Molstad & Donahue, 1999). It is also related to Terrence O'Donnell Faulkner (2012) who found that students felt relaxed when humor was used in the classroom, that they enjoyed it, and that it helped to reduce anxiety.

3) Social benefits of humor

Social benefits of humor and laughing are many: strengthening of relationships, attracting people to each other, enhancing teamwork, defusing conflict, and promoting group bonding. People with a good sense of humor maybe more socially competent, thus better able to salve social tensions, which in turn may result in more intimate relationships (Sinnott, 2013).

People with a sense of humor are also imaginative and flexible in their outlook, which makes them more open to different views and suggestions. Humor can also diffuse tense situations or help express criticism in a less serious and threatening way (Axtell, 1998; Morreall, 1997). Morreall (1997) who said that listed various situations in which humor may provide a helping hand: announcing bad news, apologizing, handling unreasonable complaints, commanding and warning, evaluating and criticizing, handling conflicts, and much more.

4) Educational benefits

In general, it has been suggested that humor in the classroom help reduce tension, stress, anxiety, and boredom. The direct benefits of humor in education include: improved retention of information (Garner, 2006; Kaplan & Pascoe, 1977), better understanding of materials (Lucas, 2005) and increased student performance (Berk, 1996; Ziv, 1988). In addition, some of the benefits of humor in education include the improvement of problem solving, both interpersonally and in group setting; putting the educator and the participants at ease; and the promotion of expression and exchange of ideas.

Humor is the recognition and the verbal or written expression of that which is funny, ludicrous, or amusing. It connotes kindness, a genial quality and wit. Wit, on other hand, denotes intelligence. Witty remarks reflect a quick ability to perceive and respond to incongruities and are designed to be entertaining: sharpness, cleverness, spontaneity my characterize wit. Wit is then a form of humor.

d. Types of humor

Early research conducted by Bryant et al. (1979) who said that investigated teachers' use of humor in the classroom, and they noted that teachers used both tendentious and no tendentious types of humor. Ten types of humor that college teachers used in the classroom were identified in this qualitative investigation: jokes, riddles, puns, funny stories, funny comments, nonsexual hostile, sexual no hostile, sexual hostile, and nonsense. People use intentional humor, or conversational humor, to create an amusing environment of interaction.

Wanzer et al. (1999) who said that students with high levels of humor orientation learn more when they have teachers who possess high levels of humor orientation; therefore, it is important for teachers to be able to incorporate some type of humor when communicating with students because in order to enhance student learning, those are appropriate humor and inappropriate humor. It is related to Hsieh et al. (2005) who said that classified humor, those are appropriate (positive) and inappropriate (negative or offensive) types of humor.

1) Appropriate humor

Appropriate humor illuminates a sense of positive humor because positive humor incorporates an attitude or perspective that reduces tension in the classroom (Chabeli, 2008). Furthermore, appropriate humor is categorized into four types: topic related humor, humor unrelated to a topic, self-disparaging humor, and unplanned humor (Englert, 2010). These four types are considered effective teaching tools for teachers.

a) Related humor: can include jokes, stories, college stereotypes, role playing, or creative language that is related to the topic being covered in the classroom. Teachers can incorporate a personal story that relates to the material, which will gain attention from the students. Hellman (2007) who said that it is important to use humor at a specific time in the classroom. He went on to say that teachers must first establish rapport and credibility with their students and then incorporate the proper type of humor.

b) Unrelated humor: identifies the same examples of related humor but is not related to material covered in lectures or discussions. Unrelated humor does not pertain to the information being covered, but it does have a purpose in the classroom. So, unrelated humor assists students by allowing them to relax and get away from the monotony of lectures. Zhang (2005) found that small talk, self-disclosure, and personal stories increased effectiveness and liking in students. One way to incorporate small talk by the teacher is to show up a few minutes before class. This can be an opportune time for teachers to establish rapport and develop teacher-student relationships. Because small talk and self-disclosure falls under unrelated humor, it gives the teacher the opportunity to show he is a normal person allowing students to feel more comfortable (Glenn, 2002). Teachers can also make students feel comfortable by using euphemisms or creative words and phrases.

c) Self-disparaging humor: can be used by a teacher when he or she uses stories, jokes, or comments about himself/herself in a belittling fashion. When the teacher uses self-disparaging humor, it gives students the opportunity to use humor

themselves. Allowing students to use or build on humor in the classroom shows that the students feel comfortable with the teacher because the teacher allows opportunities for students to display their humor orientation. It is related to Frymier et al. (2008) who said that humor-oriented individuals prefer teachers who use disparaging humor because students tend to display the same or similar humorous qualities as their professor. Hence, it benefits teachers to try to identify with their students, so they can incorporate the desired form of humor. It is related Hellman (2007) stated that it is important to let students enjoy their moment when incorporating humor. Self-disparaging humor was found to enhance motivation in students to process the information (Wanzer et al. 2010).

d) Unintentional or unplanned humor: can be identified when teachers said or did something that was not intended to be funny, but students perceived the teacher's actions to be humorous. Unintentional humor happens in multiple classes and is not necessarily a negative attribution; it shows that even teachers make mistakes and are not perfect every time they deliver lectures or create discussions. Unplanned humor was the least frequently used category found in the study from (Wanzer et. al.2006). Teachers' use of unintentional humor can be an appropriate form of humor and might help students because it does not belittle them.

2) Inappropriate humor

Inappropriate humor is explained as one's presenting oneself as superior to another person or group, which can be hurtful and offensive (Hsieh et al., 2005). In addition, according to Chabeli (2008) who said that negative humor as an attitude or

perspective that is intended to belittle, ridicule, discriminate and encourage negativity amongst learners. Moreover, Ziv (1988) who said that unrelated humor and found that irrelevant humor used in the classroom does not improve learning. It is related to Wanzer et al.(2010) who said that if the professor uses humor inappropriately, students can become inclined to thinking that they are being violated in the classroom. So, inappropriate humor can be viewed as negative humor. It is used by teachers that do not contribute to classroom participation, engagement, or learning should be avoided by teachers in order to prevent negative implications in the classroom.

2. Humor as a Communication Strategy

Teachers have the option of incorporating an assortment of communication strategies that can increase students' interest in learning. Humor is one of communication strategies that teachers can use in the classroom to increase their effectiveness. Therefore, it is related to Martin (2007) who said that humor is not new for teachers when they teach because humor is a creative teaching technique that places demands on the skills and art of the educators. Humor is one of teacher communication strategies can utilize to assist learning and can interest students to learn. Humor can create a relationship between teachers and students in harmony.

In addition, Humor is a potential communication strategy to accomplish various and potentially conflicting consultation goals. According to Francis et al. (1999) rarely used recordings of naturally occurring communication, which would ensure an authentic representation of actual humor use. Using humor as a

communication strategy can deliver the material or engaging the students to develop students participants in the classroom.

3. Humor in the classroom

Using humor in the classroom can be very challenging. The only main reason for using humor in the classroom is to improve student's learning. The creative development and expression of humor in the classroom deal with 'how' to teach, not 'what' to teach. If the use of humor as a teaching strategy is effective, it will increase the amount of "what" is taught which is actually learned by students.

When teachers use humor effectively in the classroom can result in a number of benefits for teachers and students evaluations (Bryant et al. 1980). Furthermore, according to Minchew (2001) who said that humor is the main focus in this study because students are found to be more knowledgeable when teachers used humor in the classroom. It is in line with Garner (2006) who stated that humor increases students' interest in learning, and students who are taught by a teacher who incorporates humor often learn more. Thus, if teachers combine humor with immediacy, it will lighten the mood and help reduce the anxiety of students in the classroom. And addition, humor assists in creating a friendly atmosphere in classrooms because it can create funny emotions. So, highly recommended to the teacher before the start of the lessons, design the classroom atmosphere to create a

pleasant condition, so that the feelings or the emotions of the students are comfortable and willing to accept the subject matter.

Humor in the classroom can include jokes, riddles, puns, funny stories, humorous comments, cartoons and other humorous items (Bryant et al. 1979). According to Deiter (2000) who said that using humor can have very definitely positive effects in this regard for the following reasons:

1. The use of humor in the classroom can help to create a more positive learning environment by breaking down barriers to communication between the professor and the students (Hill, 1988; Berk, 1998).
2. Humor can help students retain subject matter, especially if the humor reinforces the class material (Hill, 1988).
3. The use of humor may give students a reason (hopefully another reason) to attend class (Berk, 1998).
4. Humor include increasing comprehension and cognitive retention (presumably due to less stress and anxiety), reducing student negativism or hostility regarding potentially confrontational issues in the classroom, as well as improving student attitudes toward the subject and the instructor (Berk, 1998; Hill, 1988).
5. An instructor who effectively prepares and uses humor in the classroom will find that teaching is more fun and enjoyable.

4. Students' interest in EFL

Teaching English as a second language is a quite complex task for a teacher. Language learning should be more fun and enjoyable for students to learn. Teachers

need to have effective teaching strategies in order for students to grasp better in learning English. It is important for a teacher to facilitate students' interest towards learning the English language. English language is one of the main languages widely used all over the world. It is very important for teachers to be able to teach and arouse students' interest in following the lesson in the classroom. For some students, learning English as a second language is one of the most difficult subjects they have learnt. Due to the difficulties in learning, English language can make students lose their interest easily. Interest is one of the strongest motivations for learning English. Motivation has long been identified as one of the main factors affecting English language teaching (Gardner, 1985).

Learning and motivation have the same importance in order to achieve something. Learning make us gain new knowledge and skills and motivation pushes us or encourage us to go through the learning process (Wimolmas, 2013). According to Ellis (1997) who said that as teachers, we need to explore more fully the factors that are involved in motivating students to perform tasks well because this is something that teachers have some control over. Therefore, it is important to find out the underlying possible factors in which affect students' motivation and interest in learning English (Wimolmas, 2013).

According to Hidi & Renninger (1999) who said that three factors contribute to the development of interest: knowledge, positive emotion, and personal value. As individuals learn more about a topic, they become more skilled and knowledgeable. An increase in knowledge can bring about positive affect as individuals feel more

competent and skilled through task engagement. Once described interest as being engaged, engrossed, or entirely taken up with an activity, object, or topic. In other hands, interest is commonly categorized as situational interest, individual interest and topic interest (Hidi & Baird, 1986; Schiefele, 1999), those are:

1. Situational interest is more momentary and situational bound, which can be a specific reaction to something in a situation such as a funny video clip, humorous conversation, or colorful objects. In addition, situational interest is an emotional state aroused by features of environmental or textual stimuli. Characteristics that have been found to arouse situational interest include textual coherence and comprehensibility, novelty and personal relevance.
2. Individual interest is Individual interest is more enduring, and trait-like, and endures over time. It is considered to be a stable and enduring inclination to engage with activities or objects (Bergin, 1999; Hidi, 1990; Hidi, Berndorff, & Ainley, 2002; Krapp, Hidi & Renninger, 1992; Schiefele, 1999).
3. Topic interest, refers to interest prompted by am certain topic or theme. It appears to share qualities of both situational and individual interest with contributions of either depending on individuals' knowledge, experiences and the perceived value of a topic (Ainley, et al., 2002; Bergin, 1999; Renninger, 2000; Wade, Buxton, & Kelly, 1999). Topic interest is important to teachers because it is controllable in classroom activities and it constitutes a point of confluence between the more ephemeral situational interest and the more enduring and engaged (hence more valuable to learning) individual interest.

C. Resume

Related to the explanation of some pertinent ideas in this section the writer concluded that humor is the nature of something or a complex situation that can raise the desire to laugh or make something funny. It is related to Eysenck (2009) who said that humor is something that can make laugh. Beside that humor is one of communication strategies that teachers can use in the classroom to increase their effectiveness. In addition, humor is one of teacher communication strategies can utilize to assist learning and can interest students to learn. Humor can create a relationship between teachers and students in harmony.

There are types of humor when communicating with students in teaching learning process. According to Wanzer & Frymier (1999) who said that two types of humor, they are appropriate (positive) and inappropriate (negative or offensive). Appropriate humor is categorized into four types: humor related topic, humor unrelated to a topic, self-disparaging humor, and unplanned humor. These four types are considered affective teaching tools for teachers. Inappropriate humor is explained as one's presenting oneself as superior to another person or group, which can be hurtful and offensive (Hsieh et al. 2005), for example, using humor in the class negatively to offend the students because of their work or behavior.

D. Conceptual Framework

The writer formulated the conceptual framework that was relevant to this research as follow:

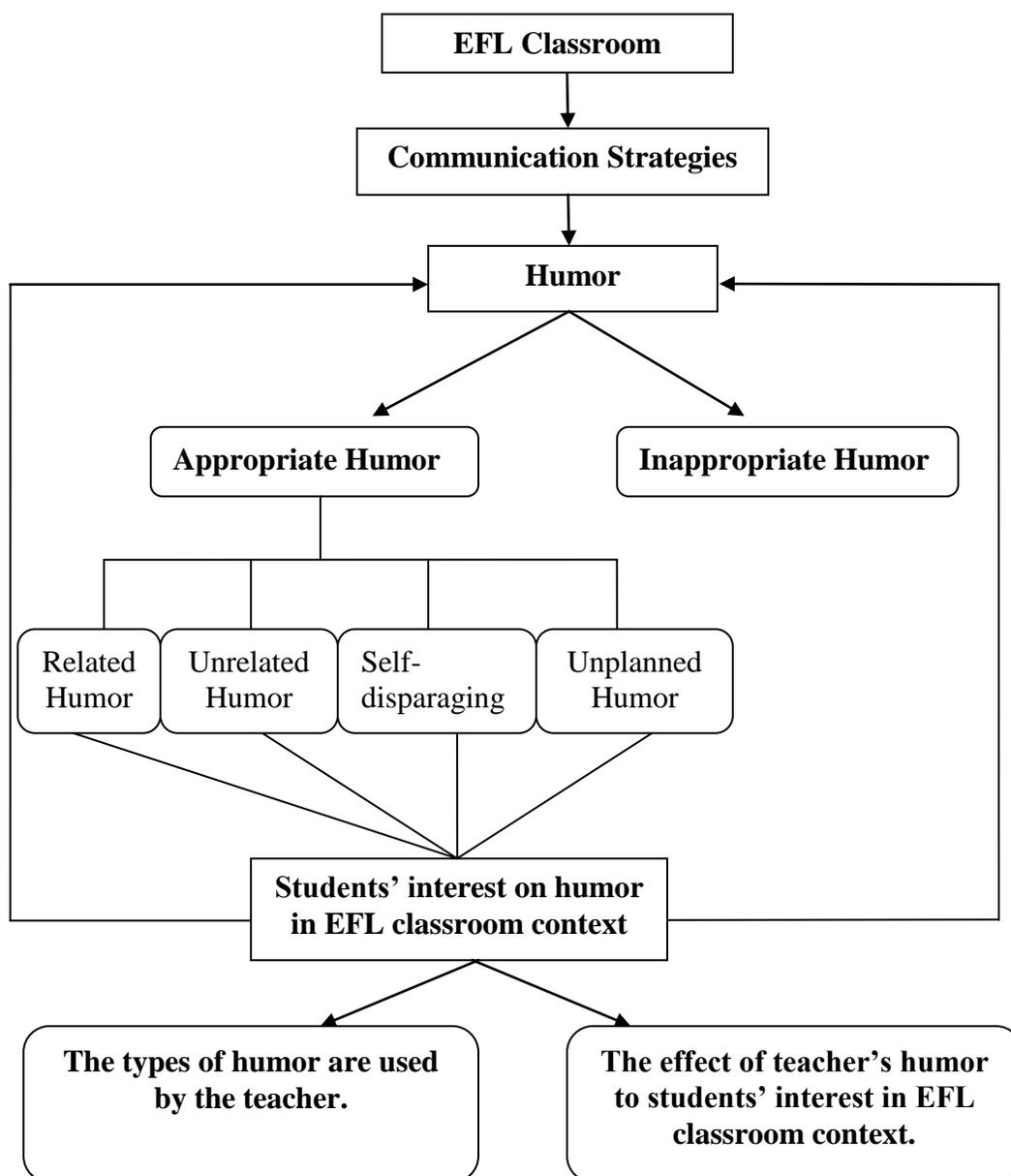


Figure 2.1. Conceptual Framework

This study analyzed the teacher's humor in teaching and learning process in EFL classroom. Which, humor is one of communication strategies that teachers can use in the classroom to increase their effectiveness. In this research, the writer focused on the types of humor was used by the teacher and the effect of teacher's humor to students' interest in EFL. The types of humor, those are appropriate (positive) and inappropriate (negative or offensive). Appropriate humor is categorized into four types: humor related topic, humor unrelated to a topic, self-disparaging humor, and unplanned humor. It is proposed by Wanzer & Frymier (1999).

Moreover, the students' perceptions on teachers' humor about students' interest in EFL classroom context more important. Therefore, as the last result of this research, it displayed about the types of humor and the effect of teacher's humor to students' interest in EFL classroom used by the teacher of SMAN 21 Makassar.

CHAPTER III

METHOD OF THE RESEARCH

This chapter deals with the research design, operational definition, and then subject of the research. Then, it will explain about all instruments used in this research, techniques of collecting the data and the last is techniques of analyzing the data.

A. Research Design

This research used descriptive qualitative method. Based on Sugiyono (2010) who states that qualitative research is descriptive. It means that collected data was in the form of words rather than number. In addition, Gay (2006) who said that qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon. In other hand, Bogdan & Biklen (1982) who said that qualitative research is a research which investigates the quality of relationships, activities, situations, or materials. Furthermore, the purpose of qualitative research focused on promoting a deep understanding of a particular phenomenon such, environment, a process, or even belief. In this case, the writer collected, analyzed, and interpreted the data and then

described it. This method intended to describe everything related to the topic of the research. Where, the writer described about the types of humor was used by the teachers and the effect of teacher's humor to students' interest in EFL classroom context.

B. Operational Definitions

The operational definitions of some important words or terms were presented as follows:

1. Humor is the nature of something or a complex situation that can raise the desire to laugh or make something funny.
2. Humor is one of communication strategies that teachers can use in the classroom to increase their teaching effectively. Furthermore, humor is one of teacher communication strategies can utilize to assist learning and can interest students to learn. It can create a relationship between teachers and students in harmony.
3. EFL Classroom is the place and time, where and when the process of teaching English as Foreign language is being done. This is followed by reaction, especially, between teacher and students, in the classroom to obtain effective teaching and learning process.

C. Subject of the Research

This research was conducted in SMA Negeri 21 Makassar. This school was located on Bumi Tamalanrea Permai (BTP) Makassar South Sulawesi. The

participants of this research were English teacher and students of SMAN 21 Makassar. The writer applied the purposive sampling technique in taking the participants of the research. Purposive sampling technique is one of the techniques used to determine the participants by considering something (Sugiyono, 2009). Furthermore, according to Sukmadinata (2011) who said that purposive sampling technique is proposes that purposive sample was selected sample because it is source information of phenomenon that wants to research.

Based on the purposive sampling technique, the writer chose English teacher and students of grade XI IPA 1, XI IPA 2, XI IPA3, and XI IPA 4 in academic year 2016/2017. Therefore, the writer chose one out of three English teachers and eight students out of the four classes of students. Furthermore, the criteria for selecting the English teacher as a subject of the research who was as qulified and certified teacher, humorist, and had a lot of teaching experience. Where, teaching experience were claimed to have a big deal in classroom. It was proven by several research on the effect of teacher's years of experience have been done such as Rivkin, et. al (2005), Unal (2012) and Rice (2010). All of the results of this research argued that teachers or lecturers with old experience in teaching more effective than the teachers or lecturers with the brand new teachers or lecturers. Hence, the teacher who was chosen by the writer as subject of the research was Mr. N.

In term of selecting the students as subjects of the research, the writer chose the students based on the classes that was taught by the teacher and also based on their English score and their participation in the class actively. So, the total numbers

of the research subjects were one English teacher and eight students. The writer selected these subjects to cover all of English teachers and students in SMAN 21 Makassar.

D. Instrument of the Research

To answer the research questions, instruments that would be used in this research were:

1. Observations checklist

In this research, the writer used observations checklist to get the data in the classroom. Observation checklist was a list of things that an observer is going to look at when observing a class. Furthermore, observation checklist gave a structure and frameworks for an observation about the types of humor were used by the teacher in the classroom. Furthermore, the writer fulfilled the observation checklist while observing the classroom interaction based on the occurrences of humor in the teacher's utterances.

2. Interview guide

Interview is a good way to obtain subjects' opinions and/or feelings about a certain topic, event or action in a highly personal and detailed level (Kvale & Brinkmann, 2009; McDonough & McDonough, 1997; Punch, 2009). In addition, interview was a way of collecting data by delivering some questions to the informants directly. The writer used an interview guide to students. It was useful as an instrument to get main information about the topic of the research. In conducting

interview, the writer used semi-structured interview. Which this interview was called as in-depth interview where in applying was freer than structured interview. It is related to Bernard (1998) who said that semi-structured interview is the best used when you won't get more than one chance to interview someone and when you will be sending several interviewers out into the field to collect the data.

3. Audio recording

The writer had observed utterances that produced by the teacher in the classroom by recording as audio file. Audio recording was used to collect data in this research, it is related to Hyland & Paltridge, (2011) who said that audio recorder provided us denser linguistic information than the field note taking did. The writer used hand phone with mark Samsung to take audio recording. It was used to take picture as a proof during the research. Furthermore, two hand phones were used in each class to record. One of hand phone in the front of the classroom and one at the back to get clear voices. In addition, the writer used audio recording to record the participant when interviewing.

E. Technique of Data Collection

There were two methods in collecting the data namely observation and interview.

1. Observation

Observation was conducted to find out the real or factual situation of teaching process. In collecting the data, the writer met the teacher at first to find the

information about the class schedule. The writer observed the subjects inside the class when they communicated. Then, the writer was in the class during the teaching and learning process to take data through the recording of the activity of the teaching and learning process. Furthermore, there were two hand phones were used in each class to recording, one at the front of the classroom and one at the back to get clear voices. The recording turned on when teaching and learning process in the classroom and it finished at the end of teaching and learning process. During the teaching and learning process, the writer filled observation checklist. In addition, the writer observed this research until the data was saturated.

2. Interviews

After completing the classroom, the writer got students to hold the interview in order to get main data. Interview was a way of collecting data by delivering some questions to the informants' directly. Furthermore, in this process the writer used audio recording to record the participants' explanations. The purpose of this interview was for matching the result of the observation with the opinion of informants. For this research, students' perceptions were sought during interview to find out the effect of teacher's humor to students' interest in EFL classroom context.

F. Technique of Data Analysis

After the data was collected by observation and interview procedure, the data should be analyzed. In process of data analysis, the writer transcribed the data from audio recording into written transcript. It is related Kaelan (2005) who said that data

analysis is a process of raring the data orderly, organizing in one pattern, category, and describing the data unity. Based on the explanation above, the data should be ordered, grouped based on the pattern, category and unity. Furthermore, it made easy for writer to analyze the data.

The writer used qualitative data analysis based on Miles & Huberman's theory (2014) who propose that qualitative data analysis consists of three concurrent flows of activities namely data condensation, data display, and conclusion drawing/verification.

1. Data condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full body of written-up field notes, interview transcripts, documents, and other empirical materials. It means that the qualitative data was transformed into textual data (transcripts). Then, the writer identified and chose the most important part which is relevant to the topic. Therefore, the analysis focused on the selected data which was suitable to the research questions that have been formulated.

2. Data display

The second analysis activity was data display. The display means organized information that leads the writer to draw conclusion. Data display showed based on the research focus. It included displaying data in written text in terms of extracts.

3. Conclusion drawing/verification

The third analysis activity was conclusion drawing and verification. The writer made conclusion based on the data display like the new theory and it also could answer the research questions above. The writer concluded the types of humor based that used by the teacher and the effect of teacher's humor to students' interest in EFL classroom.

Furthermore, the three types of analysis activity above and the activity of data collection itself form an interactive process. Therefore, the writer would steadily move among these four nodes during data collection and then shuttles among condensing, displaying, and conclusion drawing/verifying for the remainder of the research. For example, the coding of data (*data condensation*) leads to new ideas on what should go into an extract (*data display*). Entering the data requires further data condensation. As the extract fills up, preliminary *conclusions* are drawn, but they lead to the decision, for example, for adding another extract to *test* the conclusion (Miles, et al., 2014).

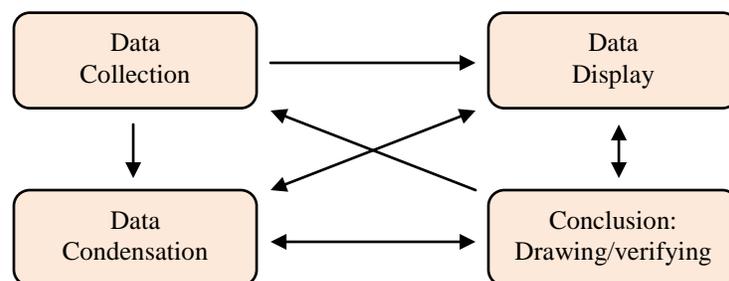


Figure 3.2. Interactive Model of Data Analysis

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings and the discussions of the research. The findings present the result of the research and the discussions present the interpretation of the findings.

G. Findings

The findings consist of the data obtained through audio recording, observation checklist and interview based on the descriptive qualitative research design in SMAN 21 Makassar. The writer collected the data from February 10th 2017 until March 10th 2017. The time that the writer recorded the classroom observation was about 90 minutes in each meeting.

The data was presented in the two parts. The parts of the data came from the data that was from recording and interview. The data also answered two problem statements that the writer formulated which consist of the types of humor were used by the teacher and the effect of teacher' humor to students' interest in EFL classroom. Particularly, the writer showed the findings by giving example extract for every phase in the classroom. Furthermore, the extracts were displayed for different activities.

The data of the research would be shown on the following derived paragraphs.

1. Types of Humor Used by the Teacher

From the data transcription, it was found that the teacher of SMAN 21 Makassar used humor as one of communication strategies in EFL classroom. The analyses of the data were based on the sentence structure and the purpose of communication. The way that the teacher used the type of humor can be seen on the following analysis by using Miles & Huberman's theory of analysis.

Based on the first research question, this study aims to find out the types of humor are used by the teacher in the classroom. According to Wanzer et al,(1999), who said that there are two types of humor, they are appropriate (positive) and inappropriate (negative or offensive). Appropriate humor is categorized into four types: humor related topic, humor unrelated to a topic, self-disparaging humor, and unplanned humor. And then in this research the writer focuses on appropriate humor in spoken form.

Furthermore, the data was taken by the writer by doing classroom observation. The interactions between the teacher and 40 students had been observed in each classroom. The classroom was conducted in four meetings in the 2nd semester at the XI IPA grade of SMAN 21 Makassar. During the observation, the writer recorded the whole of teaching and learning process. The writer also used observation checklist to identify the occurrence of the types of humor in the teacher's utterances

in every meeting. From the observation, it was found that the teacher used three types of appropriate humor, namely related humor, unrelated humor, and self-disparaging. The teacher did not use unplanned humor. Furthermore, the writer found the new type of humor that occurred by the teacher namely unresponded plan humor. It can be identified when the teacher gives a story, joke or humor to the students, it was intended to be funny according to the teacher about his humor but the student did not respond the teacher's humor, moreover the students did not laugh. Thus, the writer gave name of this type is unresponded plan humor because the students did not respond the teacher's humor. Therefore, the result of the observation checklist is performed in the following table:

Table 4.1 Occurrence of Appropriate Humor Types in Each Meeting

No.	Appropriate Humor	Meeting				Total
		I	II	III	IV	
1.	Related humor	1	7	2	5	15
2.	Unrelated humor	13	16	5	9	43
3.	Self-disparaging humor	5	3	2	4	14
4.	Unplanned humor	-	-	-	-	0
5.	New type of humor (Unresponded plan humor)	-	3	-	1	4
Total						76

Table 4.1 above shows that the teacher produced 76 utterances containing appropriate humor within four meetings of classroom interaction. The teacher only used three types of appropriate humor, namely related humor, unrelated humor, and self-disparaging humor. The teacher did not use unplanned humor. Furthermore, the writer found the new type of humor that occurred by the teacher namely unresponded plan humor. Thus, the writer found that the types of humor used by the teacher in the classroom interaction in the 2nd semester at the XI IPA grade of SMAN 21 Makassar, occurred is 76 utterances.

In the first meeting, the teacher used three types of appropriate humor in nineteen utterances. Related humor was used by the teacher in one utterance. Unrelated humor was also used by the teacher in thirteen utterances. And self-disparaging humor was used by the teacher in five utterances. Unplanned humor and unresponded plan humor did not use by the teacher.

In the second meeting, the teacher used three types of appropriate humor and the new types of humor in twenty nine utterances. Related humor was used by the teacher in seven utterances. The teacher also used unrelated humor in sixteen utterances. The teacher used self-disparaging humor in three utterances. Unplanned humor was not produced by the teacher. And the last unresponded plan humor was used by the teacher in three utterances.

In the third meeting, the teacher used three types of appropriate humor in nine utterances. The teacher used related humor in two utterances. Unrelated humor was also used by the teacher in five utterances. And self-disparaging humor was used by

the teacher in two utterances. Furthermore, unplanned humor and unresponded plan humor did not occur.

In the fourth meeting, the teacher used three types of appropriate humor and the new types of humor in nineteen utterances. Related humor was used by the teacher in five utterances. Unrelated humor also used by the teacher in nine utterances. The teacher also used self-disparaging humor in four utterances. And unresponded plan humor was used by the teacher in one utterance.

For more detail, the writer presents in the table that it shows the percentage of the occurrence of types of humor in the teacher's utterances in the classroom interaction from the first meeting until the fourth meeting. The following table shows the percentage of the types of humor used by the teacher.

Table 4.2 The Percentage of Types of Humor Used by the Teacher in the Classroom Interaction

N O	Types of Appropriate Humor	Example	Frequency	Percentage
1.	Related Humor	<i>Karena dalam bahasa Indonesia sama ji kemarin makan, sekarang makan, besok makan. Tidak bisa anda bilang kemarin makin, sekarang mokon, besok jadi mikan.</i> [Since Indonesian language, it was same as when you said eat (yesterday), eat (now), eat (tomorrow). You cannot say <i>makin</i> (yesterday), <i>mokon</i> (now), <i>mikan</i> (tomorrow)]	15	19.7 %
2.	Unrelated	<i>Sorry..sorry, I ask you no no I</i>	43	56.7 %

	Humor	<i>told you see that, oh saya bercerita sampai mulut saya ber... busa, berbusa nda? ndak di'?</i> [Sorry...sorry, I ask to you no no I told you see that, oh I told to you until my mouth as foamy, foamy isn't it?]		
3.	Self-Disparaging Humor	<i>Ketika saya bilang saya mau jadi penyair, dia bilang apa itu penyair orang gila....@@@</i> [When I told about I will a poet, she told to me what is a poet is a crazy. @@@]	14	18.4 %
4	The new type of humor (unresponded plan humor)	<i>Yaa? maaf yaah...! begini saya tidak akan memecah belah anda, sampai anda terpecah belah @@@ seperti orang jakarta sekarang @@@</i> [Yes, I am sorry! Well, I will not break up you until you break up @@@ like people of Jakarta now @@@]	4	5.2 %
	Total		76	100 %

The table 4.2 shows that the teacher produced 76 utterances which is containing three types of appropriate humor and the new type of humor that is found by the writer namely unresponded plan humor within four meetings of classroom interaction. The table also shows that related humor occurred in 15 utterances (19.7%), unrelated humor occurred in 43 utterances (56.7%), self-disparaging humor

occurred in 14 utterances (18.4%), and unresponded plan humor occurred in 4 utterances (5.2%).

a. Related humor

Related humor is the teacher can incorporate a personal story that relates to the material, which will gain attention from the students. The writer presented the example on extract as follow:

Extract 1

This conversation was taken from the second recording of the XI IPA 2 classroom. The teacher was explaining the material of conditional sentences then the teacher asked them about an example of conditional sentences that made the students laughing.

T : *Jadi yang namanya mengandaikan itu faktanya pasti berdasarkan dengan konteksnya apa yang kita ajarkan pasti berdasarkan dengan faktanya, kenapa kita harus mengandaikan karena because what, karena tidak semua harapan itu tidak terpenuhi like that. Okey. Tidak ada ibu distitu... maaf tapi kalau siapa tau rabu depan ada disitu I don't know.*

[So, if we want to assume , it must be based on the fact. What we had to assume, because some of our wish it is not reach, like that. Okey. There is not mam there. But sorry maybe on Wednesday, she will be there . I don't know]

Ss : @@@

T : *Tapi sekarang jelas ibu bagaimana kalau seandainya sekarang dimejaku ada pulpy nyamanna...!*

[But now, is ti clear mam? how if I have a pulpy on my table???
Delicious!]

Ss : @@@

(See Appendix P.113:C. A43)

Based on the extract above indicates that one of types of appropriate humor used by the teacher in the classroom was related humor. The teacher gave humor to the students related to the material. It can be seen when the teacher was explaining about the material of conditional sentences. The teacher said that conditional sentences should be based on the context. The teacher said also we had to supposed because of not all wish could not come true. Then, the teacher gave example with pointing the table by saying "*Tapi sekarang jelas ibu bagaimana kalau seandainya sekarang dimejaku ada pulpy nyamanna!*" in English *But now, it is clear mam? how if I have a pulpy on my table ??? Delicious!*. From the utterance, the students were laughing about the example conditional sentences because no pulpy on the table and then the students did not expect their teacher would say that utterance. Furthermore in the extract above the teacher used unexpected word *nyamanna!* It is a play on words, in which a word of multiple meanings and it made the students laugh because the teacher created funny atmosphere.

Extract 2

This conversation was taken from the second recording of the XI IPA 2 classroom. In this following extract the teacher was explaining about the irregular

verb of the word “*makan*” in Indonesia and it made the students were laughing because “*makan*” in Indonesia does not have irregular verb.

T : *Jadi untuk menunjukkan sebuah peristiwa dalam kalimat itu dilihat dari bentuk kata kerjanya. Saya nggak sulit buat anda untuk menerima ini because what, because apa, karena dalam bahasa Indonesia sama ji kemarin makan, sekarang makan, besok makan tidak bisa anda bilang kemarin makin, sekarang mokon, besok jadi mikan.*

[So, to show the event in the sentences we can see from the verb. I am not difficult to make you accept this one because what? Because in Indonesia it's same yesterday eat, now eat, and tomorrow eat. You can't say yesterday *makin*, now *mokon*, tomorrow be *mikan*].

Ss : @@@

(See Appendix P.114:C. A45)

It can be seen in extract above that the teacher was asking to the students about the base of the sentences to show the event, and then, no students answered the question. Thus, the teacher explained that, to show the event in the sentences based on the verb. Furthermore the teacher said that it was not difficult for the students to accept it because of what? Because apa? *karena dalam bahasa Indonesia sama ji kemarin makan, sekarang makan, besok makan tidak bisa anda bilang kemarin makin, sekarang mokon, besok jadi mikan.* From the utterance produced by the teacher made the students were laughing because the teacher gave example about the irregular verb in Indonesia like *kemarin makin, sekarang mokon, besok jadi mikan.* Bahasa Indonesia does not have irregular verb, it was different from in English

“*makan*” eat, ate, eaten. And also the students laughed because they did not expect that their teacher would use those words or other language. This utterance is categorized as related humor because the teacher gave humor related to the material.

Extract 3

This conversation was taken from the second recording of the XI IPA 2 classroom. The teacher was explaining about the material and then, the teacher asked one of the students and these questions made the students laugh.

T	<p><i>: Adnan? Adnan? Look at me and look at me. Do you think your hope will come true? Apakah semua harapan anda terpenuhi? Loh kenapa anda senyum? Adnan? do you sure if someday your wife will be beautiful as my wife? Yakinkah anda bahwa suatu hari nanti bahawa istri anda akan secantik dengan istri saya?</i></p> <p>[Andan, look at me and look at me. Do you think that what you expected will come true? Why do you smile? Adnan? Are you sure that your wife as beautiful as my wife later?]</p> <p>T & Ss : @@@</p>
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(See Appendix P.110:C. A35)

From the extract above indicates that the teacher was explaining the material of conditional sentences and suddenly there was one of student smile and then the teacher asked him question that was related to the material and then these question made students laugh. The teacher asked him about “**Are you sure that your wife as beautiful as my wife later? *Yakinkah anda bahwa suatu hari nanti bahawa istri anda akan secantik dengan istri saya?***”. This utterance made the students laugh and the teacher spontaneously laugh because the students did not expect that their teacher

would give the example like that and it made students laugh in the classroom because all of the students in the classroom were teenager and they were more sensitive to discuss about it. The utterance produced by the teacher showed that related humor because the teacher gave humor related to the material.

Extract 4

This conversation was taken from the first recording of the XI IPA 3 classroom. The teacher was explaining the use of to be and then the teacher said something that made the students laugh.

T : *Untuk menempatkan bahagia happy pada sebuah kalimat anda, anda harus menggunakan to be. To be itu apa ? yaah is, are termasuk be, termasuk being gitu. Maaf paak saya takut kalau saya terangkan ini akhirnya bosanka, ini terus saya ajar adedeh! berhentima saja ngajar jadi petani maka.*

[For putting a happy word into sentence, you had to use (to be). What is to be? is are and be and also for being. **I am sorry sir, I am afraid if I explain about this, it will make me be bored, if I teach you continuously, it is better I stop to teach you and become a farmer**]

Ss : @@@

(See Appendix P. 103:C. A17)

Based on the extract above shows that the teacher was explaining about the use of to be, but the teacher realized that these materials had taught in previously. The teacher was afraid if he always explained the material, it could make the students bored, thus the teacher spontaneously said “*ini terus saya ajar adedeh! berhentima saja ngajar jadi petani maka*”. This utterance made all the students were laughing about his statement because he spontaneously said he would stop teaching and he

would be a farmer. It made the students laugh and they enjoyed the moment. The utterance produced by the teacher showed that related humor because the teacher gave humor based on the material.

Extract 5

This conversation was taken from the fourth recording of the XI IPA 1 classroom. The teacher was giving example of conditional sentences. That example of the material that made the students laugh.

T : *Now, look at me look me, I would I would give you example, saya mau kasih contoh jangan takut ibu, it is okey hehehe...ee kalau saya bilang begini if I say something ada gadis cantik di depan saya ee maaf contohnya gadis cantik terus supaya kita ndak bosan. Okey, (the teacher writes in the whiteboard) **there is a beautiful girl in front of me Saya tertarik sama dia tapi perbedaannya jauh banget it is tu...a tu...a it is fifty and twenty.***

[Now, look at me, I would give you example, so do not be afraid mum, it is okay @@@ if I something there is a beautiful girl in front of me, sorry I give you example about beautiful girl more and more because it just make you feel comfortable. Okay,(*The teacher writes in the whiteboard*) **There is a beautiful girl in front of me, I am interested to her but there is something difference with it is... It is fifty and twenty]**

Ss : @@@

(See Appendix P.134:C. A60)

Based on the extract above shows that the teacher was giving example of conditional sentences by saying “*kalau saya bilang begini if I say something ada gadis cantik di depan saya ee maaf contohnya gadis cantik terus supaya kita ndak bosan*,and then the teacher wrote in the whiteboard “***there is a beautiful girl in front***

of me, saya tertarik sama dia tapi perbedaannya jauh banget it is tu...a tu...a it is fifty and twenty. That utterance made the students laugh because the teacher gave the funny example for the students. Furthermore when the teacher pronounced “*tu...a tu.....a*”, the teacher gave intonation that made the students laugh. The students did not expect that their teacher would pronounce and made intonation like that. The utterance produced by the teacher showed that related humor because the teacher gave humor related to the material.

b. Unrelated humor

Unrelated humor identifies the same examples of related humor but is not related to material covered in lectures or discussions. Unrelated humor does not pertain to the information being covered, but it has a purpose in the classroom. The writer presented the example on extracts as follow:

Extract 6

This conversation was taken from the first recording of the XI IPA 3 classroom. The teacher looked at his student that different today and the teacher spontaneously said something that made the students laugh.

<p>T : <i>Saya heran with you, you you look different today? I do not know, I feel you look different today. So, @@@ saya juga kaget.</i> [I am amazed you, you look different today. I do not know, I feel that you look different today. So , @@@ I am surprise too]</p> <p>Ss : @@@</p> <p>S : Oh my good</p> <p>T : Sorry. I ask you no no I told you see that,<i>oh saya bercerita sampai mulut saya ber... busa, berbusa nda? ndak di'?</i> [Sorry, I ask you, no, I told you see that, oh I am telling you a story until my mouth is getting foam, is ii foam ? no ??]</p>
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Ss : @@@ T : Okey, so Parmita you will say something. P : <i>(Not clear)</i>
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(See Appendix P.95:C. A4)

In extract above indicates that one of types of appropriate humor used by the teacher in the classroom was unrelated humor. The teacher gave humor to the students does not relate to the material. It can be seen when the teacher explained about conditional sentences. The teacher said *we use simple present and simple future, isn't it? We don't get the fact belum ada faktanya you see that*. And then the students pay attention with their teacher's explanation. Suddenly the teacher looked at student that different today and the teacher said **“you look different today? I do not know, I feel you look different today. So, hehehe saya juga kaget”**. This utterance made the students laugh when the teacher said **“So, hehehe saya juga kaget”**, in English I am also surprised. All of the students laughed because the student actually was not different today, but only the teacher tried to make a humor to make students comfortable and willing to accept the subject matter and makes students feel more relax in the classroom.

The laughing did not stop there because the teacher was not comfortable so the teacher apologized with the student by saying “Sorry..sorry. I ask you no no I told you see that, *oh saya bercerita sampai mulut saya ber... busa, berbusa nda? ndak di?*” That utterance made everyone in the classroom laughed because when the teacher told to his students, his mouth was foamy and it made the students laughed and the students did not expect the teacher would say about that.

Extract 7

This conversation was taken from the first recording of the XI IPA 3 classroom. The teacher was explaining about Paramita's answer and the teacher added explanation about that. Suddenly there was one of students laughed when the teacher explained about the material and then the teacher said something that made the students laugh.

<p>T : Oke, listen up, Pramita said about prediction. Please up It is prediction it is about prediction your prediction is going to happend, how your prediction is going happening will be depending in the same condition. <i>Bahwa akan terjadi kejadian itu dengan syarat bahwa beberapa hal harus dipenuhi dulu like that. Okey? Kenapa anda ketawa ibu? Orang serius kok, loh kamu ketawa. Ededech.. hehehe</i> [The things will be happened with condition that some of the things had to complete first, like that. Okay? Why are you laughing? I am serious , but you are laughing @@@]</p> <p>Ss : @@@</p> <p>T : <i>Kalo itu temanmu serius banget @@@</i> [Your friends is so serious]</p> <p>Ss : @@@</p>
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(See Appendix P.95:C. A5)

From on the extract above indicates that the teacher explained about Paramita's answer and then the teacher also added his explanation about that. When the teacher was explaining the material suddenly there was student laughed and the teacher asked him by saying "*Kenapa anda ketawa ibu? **Orang serius kok, loh kamu ketawa. Ededech.. @@@***". The word "*ededech*", for those students who lived in Bugis and Makassar, they might know the word. Almost the students knew the meaning of the word, which they were laughing of this word. And also the students

laughed because they did not expect that their teacher would use this word or other language.

The laughing did not stop there, because the teacher continued to make a humor by saying “*Kalo itu temanmu serius banget...@@@*”, that utterance also made the students laughed because the student that the teacher pointed as a serious student, actually she was not serious and it made the students laugh because the teacher just said something to evoke amusement or laughter. Those utterance that produced by the teacher is unrelated humor because the humor that used by the teacher does not relate to the material.

Extract 8

This conversation was taken from the first recording of the XI IPA 3 classroom. The teacher asked to the student to make conclusion about their lesson but the students were shy to speak up. And then the teacher spontaneously said something that made the students laugh.

T : *=Maaf kita itu kalau belajar harus bisa menyimpulkan pak, betul yaah...? sampaikan kesaya apa kesimpulan anda setelah saya memberikan grammar box itu tentang materi yang baru saja saya ajarkan, please. Ada diantara anda satu orang yang mau mengatakan sesuatu kepada saya?*

[=Sorry if we study we had to know how to take conclusion right? Please ask me what it is your conclusion after I give you grammar box about the material that I teach you recently, please anybody wants to say something?]

Ss : *(Noisy)*

T : *Yes, yes Mitha.*

M : *(Not clear)*

T : *What's it? Teman-teman kalian semua itu pemalu pemalu semua..tapi kalau sudah diluar ruangan malu-maluin.*

All your friends is shy person. But outside the room they are out of control]
 S : @@@

(See Appendix P.104:C. A18)

Based on the extract above shows the teacher asked to the students to make conclusion about their lesson at the past but the students were shy to speak up. Only Mitha spoke up but it was not clear. Furthermore, the teacher asked to others to speak up but no students to speak, so the teacher spontaneously said “*What’s it? Teman-teman kalian semua itu pemalu pemalu semua tapi kalau sudah diluar ruangan malu-maluin*”. That utterance made the students in the classroom laugh because the sentence about “*tapi kalau sudah diluar ruangan malu-maluin*”. That utterance that produced by the teacher just to evoke amusement or laughter in the classroom thus all of the students could enjoy their class. It is unrelated humor because humor that produced by the teacher does not relate to the material

Extract 9

This conversation was taken from the third recording of the XI IPA 4 classroom. The teacher was explaining about the material in the classroom but suddenly there was student cried and it made the teacher said something that made the students laugh.

T : *Oke silahkan duduk. oke jadi ini toh, kita pakai unless kalo did not kita pakai unless yaah...! so eee ceritanya begini artinya kalau anda mengandaikan sesuatu seperti ini namanya adalah pengandaian future ini yang disebut sebagai bentuk pengandain pertama, (while the teacher the example on the whiteboard). **Oke maafmu saya terima kalo kamu meneteskan air mata.***

[Okay, have a sit, so we use unless if {did not} we use unless....! The story like this, if you assume something like this, it is name as future condition then we can call as a conditional sentence type 1.(While the teacher the example on the whiteboard. **Okay I accepted your apology if you shed a tears**]

Ss : @@@

T : ***Teteskana air mata sedikit saja!***

[Shedding your tears just a little please!]

Ss : @@@

(See Appendix P.122:C. A51)

From the extract above indicates that the teacher was explaining the material about the conditional sentence and suddenly there were student was sad. She was sad because previously the teacher asked something to make her was sad because she was late. When the student was sad and the teacher looked at her, the teacher spontaneously said '*Oke maafmu saya terima kalo kamu meneteskan air mata.* That utterance made the students laugh in the classroom. The students did not expect their teacher would ask to the student to cry and it was funny for them. The students did not stop laughing because the teacher added again by saying "*Teteskana air mata sedikit saja*". That utterance made the students laugh because the teacher asked her to cry. The teacher said like that to get atmosphere classroom and to make the students in the classroom more relax to enjoy the class. The utterance that produced by the teacher is unrelated humor because it is not related to the material that the teacher taught.

Extract 10

This conversation was taken from the fourth recording of the XI IPA 1 classroom. The teacher was explaining about the conditional sentences but there was one of student slept in the classroom and then the teacher spontaneously said something that made the students laugh.

- T : *Kalo kejadian sekarang harus pake present pasangannya adalah past tense dengan past future, kalo kejadiannya tadi malam pasangannya adalah past perfect dengan past future perfect. Bagaimana cara pemecahannya? Paham? Excuse me Saya pakai bahasa indonesia aja yaah..! hello boys siapa ini excuse me Look at me kenapa anda?*
 [If it happened Now or today we had to use present tense and the pair is past tense and past future, if it happened last night thapair is past perfect and past future perfect. How to solve it? You get it? Hello boys, who is? Excuse me look at me, what is strong?]
- S : *Tidur aa sakit* [Let me sleep, ouch sick]
- T : *Oh sakit, Alisanya, sakit ndaa?*
 [Oh you are sick , Alisa, are you getting sick]
 : ***Ting Kahnmu tambah aneh bos, ting Kahnmu tambah aneh.***
[Your behave increasingly strange]

(See Appendix P.138:C. A67)

Based on the extract above shows that the teacher was explaining about the conditional sentences but when the teacher explained about the conditional sentences suddenly the teacher looked at one of students slept in the classroom and the teacher asked something to him by saying “*hello boys siapa ini excuse me Look at me kenapa anda?*”. Then, one of his friends said that he is sick and the teacher spontaneously said “***Ting Kahnmu tambah aneh bos, ting Kahnmu tambah aneh***”. That utterance made the students laughed because in their thinking he is fine, only the teacher tried

to say something to be funny that made the students laugh. This utterance is unrelated humor because humor that produced by the teacher is not related to the material.

c. Self-disparaging humor

Self-disparaging humor can be used by a professor when he or she uses stories, jokes, or comments about himself/herself in a belittling fashion. When the professor uses self-disparaging humor, it gives students the opportunity to use humor themselves. The writer presented the example on extract as follow:

Extract 11

This conversation was taken from the first recording of the XI IPA 3 classroom. The teacher was explaining about his experience and made the students laugh because his mother asked him to be a doctor but he wanted to be a poet.

T : *Yaah memang begitu, my my my mother my mother always wanted me always wanted me. My mother my mother always ask me always ask me to be a doctor but I do not know, I do not know, I do not like it. **Ketika saya bilang saya mau jadi penyair, dia bilang apa itu penyair orang gila @@@***
 [Yeah, indeed so. my mother always wanted me. My mother always asked to be a doctor but I did not know, I did not know, I did not like it. **When I said that I wanted to be a poet, then she said what is poet? It just like a crazy people @@@]**
 Ss : @@@

(See Appendix P.98:C.A9)

In extract above indicates that one of types of appropriate humor used by the teacher in the classroom was self-disparaging humor. The teacher used humor or joke when he talked about his experience. It can be seen when the teacher was explaining

about the example of the material that he taught. And he linked the example with his experience. His mother asked him to be a doctor but he wanted to be a poet. His mother always wanted him to be a doctor but he did not like, he just wanted a poet and it is made the students laugh when he said “*Ketika saya bilang saya mau jadi penyair, dia bilang apa itu penyair orang gila....@@@*”. The utterance about “*dia bilang apa itu penyair orang gila....@@@*”, it made the students laugh in the classroom because they did not expect the teacher’s mother would say about that. Furthermore, in their thinking for to be a poet is a good, it is not crazy.

Extract 12

This conversation was taken from the first recording of the XI IPA 3 classroom. The teacher was giving example about the material in the whiteboard, but the teacher gave example based on his experience last night and it made the students spontaneously laugh when the teacher wrote sentence in the whiteboard.

T : *Naah, sekarang coba saya akan tulis sebuah situasi dulu, saya agak khawatir kalau anda tidak cepat mengerti ya’, saya kasi contoh dulu situasinya. Okey, (the teacher writes in the whiteboard) kalau saya bilang “tadi malam saya basah kuyup” eeehhh...maksud saya basah kuyup @@@*
 [Well, I will try to write a condition first, I worry that you are not quick to understand. I give you an example about the situation, okay.(The teacher writes in the whiteboard) **If I say that last night, I am sopping wet, I**

mean I am sopping wet @@@]
 Ss : @@@
 T : *Sorry.. sorry... @@@ bahasanya tidak pass yaah...? Sorry I don't know.*
 [Sorry...sorry... the language is not correct? Sorry I don't know]
 Ss : @@@

(See Appendix P.101:C. A13)

From the extract above indicates that, the teacher was giving example and he wrote in whiteboard. Then, the teacher afraid if his students did not understand about the material. So, the teacher gave the example of the situation based on his experience last night. The teacher wrote in the whiteboard about “*tadi malam saya basah kuyup*”*eeeehhh...maksud saya basah kuyup @@@*”. And it made the students spontaneously laugh when the teacher said “*basah kuyup*”. All students in the class are fifteen and sixteen years old so the student always sensitive if they found the sentence like that. Then, the teacher continued his utterance by apologizing to the students by saying “*Sorry.. sorry... @@@ bahasanya tidak pass yaah...? Sorry I don't know*”. From the utterance that produced by the teacher that made the students laugh and it is self-disparaging humor because the teacher talked to the students about his experience.

Extract 13

This conversation was taken from the first recording of the XI IPA 2 classroom. The teacher was explaining about his experience when there was a students go back to his house because he wanted go to toilet and he couldn't make it in toilet of school and it made the students laugh.

T : Where is it? Wow..!Sometimes, sometimes, some students come to me and then ask me about his condition. When I ask him. Sir, I am going to the toilet. Okay, you do it here. No sir, no here, I am in home. Why? Why you have to go home if you go to toilet? I just cannot make it sir. @@@ do you understand? **I say, I just cannot make it sir.**

Ss : @@@

(See Appendix P.108: C. A30)

From the extract above shows that the teacher told his experience when he got picket in the school. There was student came to him to ask permission because he wanted go back in his house because he wanted go to toilet. But the teacher said that “you did it here but the student said No sir, no here, I am in home. Then the teacher said Why? Why you have to go home if you go to toilet? And then the student said I just cannot make it sir”. And the teacher repeated again the student’s statement “**I say, I just cannot make it sir**”. And it made the students laugh because the student could not make it in the school. Cannot make it in the school, it means that the student could not take dumb in the toilet of the school. He can make it in his toilet in his house. And his story made the students laugh in the classroom. Furthermore, the utterance that produced by the teacher is self-disparaging humor because he talked to his students about his experience and made the students laughed.

Extract 14

This conversation was taken from the third recording of the XI IPA 4 classroom. The teacher was explaining about his experience of family that made the students laughed in the classroom.

T : = *Saya sama ibu itu kadang-kadang jengkel pagi-pagi. Bangun tidur tempat cuci piring tempat pakaian kotor masih banyak piring yang kotor. Istri*

*saya kan kalo pagi itu pasti masuk dapur yaah untuk masak, masak air lah.. ! masak nasi laah..! kalau dia liat piring-piring kotor itu sisa makan makan malam itu dia sumpek langsung teriaak gitu. **Tugas cuci pring malam itu anak saya yang ketiga perempuan dia langsung teriaak...woiii....oi....cuci piring.***

[= Sometimes I upset to my wife early in the morning. When I wake up there are still a lot of dirty dishes, dirty clothes because in the morning my wife go to the kitchen for cooking likes cooking rice, cooking water, if She saw a dirty dishes , She will scream. **Washing the dishes at night is my third daughter duty. And my wife will scream, wash the dishes**].

Ss : @@@

(See Appendix P.124:C. A56)

Based on the extract above shows that he teacher was explaining about his experience of family by saying that “***Tugas cuci pring malam itu anak saya yang ketiga perempuan dia langsung teriaak...woiii....oi....cuci piring***”. That utterance made the students laughed because the teacher said about his experience in his family. And in this case, all of the students in the classroom laughed because his wife was stream to call her child to wash plate and it made the student laugh when his wife stream by saying ***woiii....oi....cuci piring***. And the teacher also practiced in the classroom, it made the students laugh. The utterance that produced by the teacher is self-disparaging humor because the teacher talked to the students about his experience in his family and it was so funny that made the students laugh.

Extract 15

This conversation was taken from the fourth recording of the XI IPA 1 classroom. The teacher was explaining about the meaning of song that had been

played by the teacher. The teacher said something that made the students in the classroom laugh.

<p>T : <i>(The teacher explains the meaning of that song) If the picture paints a thousand words than why can't I meet you. It's very good song. Saya pernah kirim lagu itu kepada seorang wanita, dia tergila-gila sama saya.</i> [I ever sent a song to the woman, He crazy about me].</p> <p>Ss : @@@</p> <p>T : Okay, I am going to be next song. We start now. Okay <i>(the teacher explain the meaning of that song) If the picture paints a thousand words than why can't I meet you. Bagus ndaa? Mana suaranya? Bagus sekali sampai dia tersipu sipu.</i> <i>[Is it good? where is your voice? it is really good till she is getting shy].</i></p> <p>Ss : @@@</p>

(See Appendix P.139:C.A74)

Based on the extract above shows that the teacher was explaining about the meaning of the song that had been played by the teacher. The teacher said that “*If the picture paints a thousand words than why can't I meet you. It's very good song. **Saya pernah kirim lagu itu kepada seorang wanita, dia tergila-gila sama saya.*** The utterance about “***Saya pernah kirim lagu itu kepada seorang wanita, dia tergila-gila sama saya.*** That utterance made the students in the classroom laughed because the teacher told to the students about his experience. The students did not expect the teacher would talk about his romantic story and it made the students laugh because all of the students in the classroom were teenager.

The laughing did not stop there because the teacher continued to make a humor by saying “***Bagus ndaa? Mana suaranya? Bagus sekali sampai dia tersipu sipu***”. That utterance made the students laugh because the teacher continued about his

romantic story. The utterance that produced by the teacher is self-disparaging humor because the teacher talked to the students about his experience that made the student laughed.

d. Unresponded plan humor

Unresponded plan humor can be identified when the teacher gives a story, joke or humor to the students, it was intended to be funny according to the teacher about his story or humor but the student did not respond the teacher's humor, so the students did not laugh. The writer presented the example on extract as follow:

Extract 16

This conversation was taken from the second recording of the XI IPA 2 classroom. The teacher was talking about his friends. The teacher said something that made himself laughed but the students did not respond the teacher's humor.

*T : Saya pernah bilang sama anda kemarin, saya punya beberapa teman dari luar negeri di makassar ini, tinggal di makassar tidak terlalu lama, baru dua atau tiga bulan, kayanya two or three months, tapi bahasa Indonesia mereka luar biasa, sudah bagus sekali bahkan sudah bisa pidato, pidato pak. Hallo please, bahkan mereka sudah berani pidato speech, public specch like that. **Saya sendiri heran, saya sendiri maaf ini kalau di suruh public speech di depan umum itu pakai bahasa ingris yaa mungkin sama ji dengan Barac Obama @@@** tapi maaf tidak gampang, it is not easy it is not easy for you to make public speech like this in front of the people apalagi menggunakan moreover you use language that you never use everyday like that.*

[I ever said with you yesterday, I had some friends from abroad in this Makassar, stay in Makassar it's no too long, it's about two or three month, perhaps it's two or three month, but their Indonesia awesome, It's

very good however they had speech, public speech sir. Hallo please, however they had been brave in speech, public speech like that. **I am surprise, I am sorry, if am asked to public speech in front of using English yes perhaps same with Barack Obama @@@** but I am sorry it's not easy, it's not easy for you to make public speech like this in front of the people moreover you use language that you never use everyday like that].

(See Appendix P.112:C. A39)

Based on the teacher shows that the teacher was explaining his experience about his friend. The teacher expressed his humor by saying “*Saya sendiri heran, saya sendiri maaf ini kalau di suruh public speech di depan umum itu pakai bahasa ingris yaa mungkin sama ji dengan Barac Obama. Hehehehe*”. That utterance shows that the teacher tried to be funny, however the students did not give any response by keep silent. And it made no students laugh in the classroom. Moreover, the writer categorizes this type is unresponded plan humor because the teacher failed to give humor to the students because they did not respond the teacher's humor.

Extract 17

This conversation was taken from the second recording of the XI IPA 2 classroom. The teacher was giving example of the conditional sentences and asked some students and from students' answer the teacher said something that made himself laughed but the students did not respond the teacher's humor.

T : *Oke, now saya coba kasih contoh kalimat pengandaian. kalau saya orang kaya, saya akan pergi keliling dunia. Tolong dijawab dengan baik. “Seandainya saya orang kaya, seandainya saya orang kaya hari ini, saya akan pergi keliling dunia. Jangan ketawako. Memang begitu*

kah? Pengalaman saya ini menurut anda, konteks kejadiannya itu di titik mana? apakah sekarang? Apakah Lampau? Atau apakah akan datang?

[Okey, now I tried to give you example of conditional sentence. If I was reach, I will go around the world. Please answer carefully. "If I am rich, If I am rich today, I will go around the world. You do not laugh. It's true? My experience according to you, the context of event happened in? Whether now? Whether past? Or whether future].

Ss : [Sekarang...lampau...akan datang]
[now... past... lampau]

T : ***Yaa? maaf yaah...! begini saya tidak akan memecah belah anda, sampai anda terpecah belah hehehe seperti orang jakarta sekarang sekarang @@@*** Oke, saya ulangi please, "Seandainya saya jadi orang kaya, saya akan pergi keliling dunia" (the teacher writes in the whiteboard). Menurut anda, kalimat saya itu merujuk pada kalimat pengandaian sekarang, lampau atau akan datang?

[Yes? I am sorry! I will not break up you, until you break up @@@ like Java @@@ Okay, I repeat please, "If I become rich people, I will go to around the world" (the teacher writes in the whiteboard). According to you, my sentence refers to conditional sentence now, past or future].

Ss : [Sekarang]
[now]

(See Appendix P.112:C. A41)

Based on the extract above shows that the teacher was giving example of conditional sentence by saying "*kalau saya orang kaya, saya akan pergi keliling dunia. Tolong dijawab dengan baik, seandainya saya orang kaya, seandainya saya orang kaya hari ini, saya akan pergi keliling dunia*". After saying about that, the teacher asked question to students but the students had various answers and it made the teacher said something about "***Yaa? maaf yaah...! begini saya tidak akan memecah belah anda, sampai anda terpecah belah hehehe seperti orang jakarta sekarang sekarang @@@***". That utterance shows that the teacher gave humor to the

students, but they did not laugh in the classroom. It is categorized unresponded plan humor because the teacher failed to give humor to the students because they did not respond the teacher's humor.

Extract 18

This conversation was taken from the fourth recording of the XI IPA classroom. The teacher was explaining about the example of student in Indonesia and then the teacher said something that made himself laugh but the students did not respond the teacher's humor.

<p>T : <i>Always, suka sekali nonton drama korea padahal di bohongi-bohongi oke tidak apa-apa. Okey, so dia bilang begini dalam bahasa indonesianya. Kalo saya tidur lebih cepat tadi malam, sekarang pasti saya tidak ngantuk. Ini menantang sekali ini, menantang sekali, kejadiannya tadi malam tapi jatuhnya sekarang @@@ Gimana itu pak? @@@</i></p> <p>[Always, you like watching Korea movie, although you are lied. It's does not matter. So, she said like this in her Indonesia. If I slept early last night early, now I am not sleepy. It's very challenging, very challenging, its events last night but its fail now @@@ how about you sir? @@@]</p>
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(See Appendix P.136:C. A65)

Based on the extract above shows that the teacher was explaining about the example of student in Indonesia by saying “*Kalo saya tidur lebih cepat tadi malam, sekarang pasti saya tidak ngantuk. Ini menantang sekali ini, menantang sekali, kejadiannya tadi malam tapi jatuhnya sekarang @@@*”. That utterance indicates that the teacher tried to give humor to the students, but they did not laugh in the classroom. Moreover, the writer categorizes this type is unresponded plan humor

because the teacher failed to give humor to the students because they did not respond the teacher's humor.

2. The Effect of Teacher's Humor to Students' Interest in EFL Classroom

The second objective of this research is to find out the effect of teacher's humor to students' interest in EFL classroom. Furthermore, the data was taken by the writer by doing interview to the students in the 2nd semester at the XI IPA grade of SMAN 21 Makassar. In addition, eight students were taken by using purposive sampling technique to interview after class. During the interview, the writer recorded the whole of the explanation of the students. From the results of students' interview, the writer found that the teacher who used humor made the students not sleepy, interested in learning and acquiring the knowledge easily, not nervous, enjoy the classroom, interact well with their teacher and more enthusiastic in learning. The data is shown in the following:

a. Students are not sleepy

From the result of the interview was conducted to the student, the writer found that the teacher used humor in teaching process; it made the students not sleepy. It can be seen clearly from the extract of the student's response below.

Extract 19

Writer	: Is it your teacher's humor in teaching make you interest in learning process?
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EA	<p>: yes of course, as long as it still in the context. <i>Because because yaa' kalau kalau gurunya ee menggunakan apayah kadang-kadang bercanda dalam kelas itu ee bawaannya anak-anak jadi kurang ngantuk. Jadi itu kan biasanya kalau guru terlalu serius kadang itu siswa bikin ngantuk jadi kurang efektiflah belajarnya kalau kalau terlalu serius.</i></p> <p>[Because if the teacher used humor in the classroom, the students are not sleepy. Sometimes if the teacher is more serious sometimes the students are sleepy and it is not effective for studying].</p>
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(See Appendix P. 142: C. A1)

Based on the extract above shows that she was interested if her teacher used humor in EFL classroom. It made the students not sleepy. In addition, the student said that sometimes the teacher was more serious in teaching process and it made the students sleepy and it was not effective for studying English.

b. Students are interested in learning and acquiring the knowledge easily

The result of the interview was conducted to the student shows that the teacher used humor in teaching process; it made the students was funny in the classroom so they were interested in learning and then the students could acquire knowledge easily. The following data shows the student's respond below:

Extract 20

Writer	: Is it your teacher's humor in teaching make you interest in learning process?
NE	<p>: <i>Yes, karena pertama kalo misalnya eee kita tidak tahu apa-apa dan kita diajak sambil bermain-main begitu sambil dikasi contoh-contoh dalam cerita ee saya fikir kita bisa lebih tertarik dengan pelajarannya dan kita bisa lebih cepat memahami.</i></p> <p>[Yes, because if we did not know the material and then we are invited to play a game that related the material, I think we</p>

are more interested with the material and we are able to understand quickly.].

(See Appendix P. 143: C. A2)

From the extract above indicates that the students were interested to studying English if her teacher used humor in teaching learning process. In this case, the student said that if they did not know the material and the teacher gave game to the students that related the material, it could made the students more interested with the material and made them understand quickly.

c. Students are not nervous

Based on the result of the interview was conducted to the student, the writer found that the teacher used humor in teaching process, it made the students were not nervous. It can be seen clearly from the extract of the student's response below:

Extract 21

Writer : Is it your teacher's humor in teaching make you interest in

T	<p>learning process?</p> <p>: <i>Iyaah, of course ee karena setiap dia mengajar itu pasti ada selingan humor-humorisnya humor-humor jadi kita tidak merasa tegang we enjoy in this situation because tidak tegang ki, kita tidak tegang di kelas. Ada selingan humor di antara pelajaran, itu sangat kaya berguna sekali supaya kita tidak merasa tegang dan kita bisa eee memahami pelajaran itu dengan muudah.</i></p> <p>[Yes, of course because every he teaches there is interlude of humor so we are not nervous, we enjoy in this situation because we are not nervous, we are not nervous in the classroom. There is interlude of humor with the lesson, it is very important thus we are not nervous and we can understand the material easily].</p>
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(See Appendix P. 145: C. A4)

Based on the extract above shows that the student agreed if her teacher used humor in the classroom. The teacher when teaching in the classroom he always made interlude of humor thus made the students not nervous and enjoyed for this situation. The student also said that the interlude of humor in teaching process was important because we were not nervous and it was easy to understand the material.

Another student also answered with different redaction but similar in meaning. It can be seen in extract below:

Extract 22

Writer	: Is it your teacher's humor in teaching make you interest in learning process?
NFZ	<p>: <i>Yaah kalo saya personal siih bisakarena apa yaah? lebih ndak terlalu tegang begitu. Eee lebih suka.</i></p> <p>[Yes, according to me it can make me interest because of? It is not nervous in learning, ee I am more like]</p>

(See Appendix P. 148: C. A7)

Based on the extract above shows that the student said that she was interested if her teacher used humor in learning teaching process because she was not nervous in the classroom.

d. Students enjoy the classroom

From the result of the interview was conducted to the student, the writer found that the teacher used humor in teaching process; it made the students enjoy in the classroom for studying English. It can be seen clearly from the extract of the student's response below:

Extract 23

Writer	: Is it your teacher's humor in teaching make you interest in learning process?
EA	<i>:Iyya saya tertarik belajar bahasa inggris kalo humoris kih gurunya. Jadi kujukaki belajar bahasa inggris kalau begitu cara mengajarnya karena ee because we can enjoy the class.</i> [Yes, I am interesting to study English if its teacher is humorist. So, I am very like studying English because his teaching likes that because we can enjoy the class].

(See Appendix P. 146: C. A5)

From the extract above shows that the student was interested to studying English if her teacher was humorist. She like studying English if in his teaching used humor as a communication strategies because the students could enjoy the class and enhance the students to learn English.

e. Students interact well with their teacher

Based on the result of the interview was conducted to the student, the writer found that the teacher used humor in teaching process, it made the students interact well with their teacher. It can be seen clearly from the extract of the student's response below.

Extract 24

Writer	: Is it your teacher's humor in teaching make you interest in learning process?
NFZ	: <i>Yes of course, because lebih bisa berinteraksi dengan gurunya dengan baik jika menggunakan humor itu karena ee murid-murid kan kalau belajar biasa tegang jadi kita lebih relax jadi kalau kita mau bertanya ma guru tidak perlu takut lagi.</i> [Yes of course, because it can more interact with the teacher carefully if the teacher used humor because sometimes the students were nervous when studying so if the teacher used humor it could make the students more relax and when the students wanted ask question to the teacher the students were not afraid].

(See Appendix P. 147: C. A6)

Based on the extract above shows that if her teacher used humor in teaching process, it made the student more interact well with their teacher. Furthermore, the students said that if they studied, sometimes students were nervous. While by teacher used humor in the classroom could make communication more open between students and teacher because the students were not afraid with their teacher.

f. Students are more enthusiastic in learning

The result of the interview was conducted to the student shows that the teacher used humor in teaching process, it made the students were more enthusiastic

for studying English because they could study comfortably in the classroom. It can be seen clearly from the extract of the student's response below:

Extract 25

Writer	: Can your teacher's humor in teaching make you interest in learning process?
T	: <i>Iyaa tertarik karena eee murid-murid jadi lebih semangat untuk belajar bahasa inggris karena mereka belajar ingrisnya dengan nyaman.</i> [Yes, I am interested because the students are more enthusiastic for studying English because they can study English comfortably].

(See Appendix P. 149: C. A8)

From the extract above shows that she was interested if the teacher used humor in teaching learning process because they were more enthusiastic for studying English because the students could study comfortably.

In contrast, there were some students did not like if humor was used by the teacher too much. Beside that the student said that the teacher sometimes used humor was too long and it did not match with the material. It can be seen in extract below:

Extract 26

Writer	: Do you like if your teacher uses humor or jokes in teaching?
FW	: <i>Yes sometimes but sometimes I do not like because too much. Yes iyaa saya suka tapi terkadang kalau humornya terlalu banyak saya tidak suka, karena biasa terlalu panjang dan tidak sesuai dengan materi.</i> [Yes sometimes but sometimes I do not like because too much. Yes, yes, I like but sometimes the humor that used by teacher is too much I don't like it, because it is too long and it does not match with the material.

(See Appendix P. 144: C. A3)

Based on the extract above, shows that the student did not like if her teacher used humor too much in teaching learning process because sometimes the teacher used humor too long and it did not match with the material. Thus, it could disturb the students because it was not important for her.

H. Discussions

The discussion of this research deals with the interpretation of the findings derived from the result of the script of audio recording and also deals with interpretation of the findings in interview process. In this discussion part, the main points that be explained are the types of humor are used by the teacher and the effect of teacher' humor to students' interest in EFL classroom at SMAN 21 Makassar.

1. Types of Humor Used by the Teacher

Types of humor are proposed by Wanzer & Frymier (1999), who said that there are two types of humor, they are appropriate (positive) and inappropriate (negative or offensive). Appropriate humor is categorized into four types: humor related topic, humor unrelated to a topic, self-disparaging humor, and unplanned humor. Based on the 18 extracts analyzed in the finding, the writer found that there are three types of appropriate humor in spoken form that used by the teacher in EFL classroom, namely related humor, unrelated humor, and self-disparaging. The teacher did not use unplanned humor. Furthermore, the writer found the new type of humor that occurred by the teacher namely unresponded plan humor. Unresponded plan humor can be identified when the teacher gave a story, joke or humor to the students,

it was intended to be funny according to the teacher about his humor but the student did not respond the teacher's humor, thus the students did not laugh.

The first finding shows that related humor which can be seen in extract 1, 2, 3, 4, and 5. This finding is in line with Wanzer & Frymier (1999) who stated that include jokes, stories, college stereotypes, role playing, or creative language that is related to the topic being covered in the classroom. It can be seen clearly in many extracts for example in extract 2, the teacher said that "*karena dalam bahasa Indonesia sama ji kemarin makan, sekarang makan, besok makan tidak bisa anda bilang kemarin makin, sekarang mokon, besok jadi mikan*". From those utterance made the students laugh because the teacher gave example about the irregular verb in Indonesia like *kemarin makin, sekarang mokon, besok jadi mikan*. Bahasa Indonesia does not have irregular verb, it was different from in English "*makan*" eat, ate, eaten. And also the students laughed because they did not expect that their teacher would use those words or other language. Teachers can incorporate a personal story that relates to the material, which will gain attention from the students. It is related to Hellman (2007) who said that expressed that it is important to use humor at a specific time in the classroom. He went on to say that teachers must first establish rapport and credibility with their students.

The second finding shows that unrelated humor emerges in extract 6, 7, 8, 9, and 10. In this finding the teacher also uttered unrelated humor. Wanzer & Frymier (1999) identify the same examples of related humor but is not related to material covered in lectures or discussions. Unrelated humor does not pertain to the

information being covered, but it does have a purpose in the classroom. It can be seen clearly in many extracts for example in extract 6, the teacher said that “*oh saya bercerita sampai mulut saya ber... busa, berbusa nda? ndak di' ?*”. That utterance made everyone in the classroom laugh because the teacher when told to his students his mouth was foamy and it made the students laugh. And also the students laughed because they did not expect that their teacher would use those words or other language. The utterance that produced by the teacher, it only to create the atmosphere classroom and then the students could enjoy the classroom. Thus, unrelated humor assists students by allowing them to relax and get away from the monotony of lectures. Teachers can also make students feel comfortable by using euphemisms or creative words and phrases. It is related to Glenn (2002) who said that small talk and self-disclosure falls under unrelated humor, it gives the teacher the opportunity to show he is a normal person allowing students to feel more comfortable. In addition, in line with Zhang (2005) found that small talk, self-disclosure, and personal stories increased effectiveness and liking in students. One way to incorporate small talk by the teacher is to show up a few minutes before class. This can be an opportune time for teachers to establish rapport and develop teacher-student relationships.

The third finding shows that self-disparaging appear in extract 11, 12, 13, 14, and 15. The teacher used this type when he or she used stories, jokes, or comments about himself/herself in a belittling fashion. When the teacher used self-disparaging humor, it gave students the opportunity to use humor themselves. It can be seen clearly in many extracts for example in extract 15, the teacher said that “*Saya pernah*

kirim lagu itu kepada seorang wanita, dia tergil-gila sama saya”. That utterance made the students in the classroom laugh because the teacher told to the students about his experience. The students did not expect that the teacher talked about his romantic story and it made the students laugh because all of the students in the classroom were teenager, so if the teacher talked about that it was more sensitive for them. Allowing students to use or build on humor in the classroom shows that the students feel comfortable with the teacher because the teacher allows opportunities for students to display their humor orientation. It is related to Frymier et al. (2008) who said that found that humor-oriented individuals prefer teachers who use disparaging humor because students tend to display the same or similar humorous qualities as their professor. Hence, it benefits teachers to try to identify with their students, so they can incorporate the desired form of humor. It is corresponding with Hellman (2007) stated that it is important to let students enjoy their moment when incorporating humor. Self-disparaging humor was found to enhance motivation in students to process the information (Wanzer et al. 2010).

The new type that found by the writer during the teaching learning process in EFL classroom is unresponded plan humor. Unresponded plan humor can be identified when the teacher gave a story, joke or humor to the students, it was intended to be funny according to the teacher about his humor but the student did not respond the teacher’s humor, so the students did not laugh. It can be seen clearly in many extracts for example in extract 16, the teacher said that “*Yaa? maaf yaah...! begini saya tidak akan memecah belah anda, sampai anda terpecah belah hehehe*

seperti orang jakarta sekarang sekarang @@@Oke, saya ulangi please, "Seandainya saya jadi orang kaya, saya akan pergi keliling dunia" (the teacher writes in the whiteboard). Menurut anda, kalimat saya itu merujuk pada kalimat pengandaian sekarang, lampau atau akan datang?. That utterance shows that the teacher tried to give humor to the students, but the students did not respond the teacher's humor thus no students in the classroom laughed. It means that teacher failed to give humor to the students because they did not respond the teacher's humor.

2. The Effect of Teacher's Humor to Students' Interest in EFL Classroom

The second finding of this study is the effect of teacher's humor to students' interest in EFL classroom. From the results of students' interview, the writer found that the teacher who used humor makes the students not sleepy, interested in learning and acquiring the knowledge easily, not nervous, enjoy the classroom, interact well with their teacher and more enthusiastic in learning. In this part, those effects are elaborated and corresponded with the theories and previous findings.

a. Students are not sleepy

From the result of the interview was conducted to the students, the writer found that the teacher used humor in EFL classroom; it can make the students not sleepy. It can be seen clearly from the extract of the student's response in extract 19. The student said that **"Because if the teacher used humor in the classroom, the students are not sleepy. Sometimes if the teacher is more serious sometimes the students are sleepy and it is not effective for studying"**. According to the student,

she was interested if her teacher used humor in teaching learning process, it made the students not sleepy. In addition, the student said that sometimes the teacher was more serious in teaching process and it made the students sleepy and it was not effective for studying English. It means that by using humor in the classroom, it make the students were interested to learn. It is line with Garner (2006) who stated that humor increases students' interest in learning, and students who are taught by a teacher who incorporates humor often learn more.

b. Students are interested in learning and acquiring the knowledge easily

Based on the result of the interview was conducted to the students, it was found that the teacher used humor in EFL classroom, it can make the students are interested in learning and acquiring the knowledge easily. It can be seen clearly from the extract of the student's response in extract 20, the student saying **“Yes, because if we did not know the material and then we are invited to play a game that related the material, I think we are more interested with the material and we are able to understand quickly.** From the student's utterance indicates that the students were interested to studying English if her teacher used humor in teaching learning process. In this case, the student said that if they did not know the material and the teacher gave game to the students that related the material, it could made the students more interested with the material and made them understand quickly. This finding is also corresponding with the finding of the research conducted by Minchew (2001) who said that humor is the main focus in this study because students are found to be more knowledgeable when teachers used humor in the classroom. It is also related to Hill

(1988) who said that humor can help students retain subject matter, especially if the humor reinforces the class material

c. Students are not nervous

From on the result of the interview was conducted to the students, it was found that the teacher used humor in EFL classroom, it can make the students are not nervous. It can be seen clearly from the extract of the student's response in extract 21 and 22. The student said that they were interested if their teacher used humor in the classroom. The teacher when teaching in the classroom he always made interlude of humor thus made the students were not nervous and the students were enjoy for this situation. The student also said that the interlude of humor in teaching process was important because we were not nervous and it was easy to understand the material. It is related to the research conducted by Askildson (2005); Kaplan & Pascoe (1977); and Maurice (1988) who said that in the literature that humor has beneficial effects in making learners relaxed and/or helping them acquire knowledge more efficiently. This finding has correlation with the finding of the research conducted by Neumann, et al. (2009) who said that if teachers combine humor with immediacy, it will lighten the mood and help reduce the anxiety of students in the classroom.

d. Students enjoy the classroom

Based on the result of the interview was conducted to the students, it was found that the teacher used humor in EFL classroom, it can make the students enjoyed the classroom. It can be seen clearly from the extract of the student's response in extract 23. The student said that "**Yes, I am interesting to study English**

if its teacher is humorist. So, I am very like studying English because his teaching likes that because we can enjoy the class”. From the student’s utterance indicates that the student was interested to studying English if her teacher was humorist. She like studying English if in his teaching used humor as a communication strategies because the students could enjoy the class and enhance the students to learn English.

It is related to Martin (2007) who said that students are more likely to learn if they are happy and amused than if they are feeling anxious and threatened. This finding also has correlation with the finding of the research conducted by Garner (2006) who stated that an instructor who effectively prepares and uses humor in the classroom will find that teaching is more fun and enjoyable. In addition, this finding is corresponding with the finding of the research conducted by Terrence O’Donnell Faulkner (2012) who found that students felt relaxed when humor was used in the classroom, that they enjoyed it, and that it helped to reduce anxiety. This finding has correlation with the finding of the research conducted by Berk (1996) ; Kher, Molstad & Donahue (1999) who stated that humor may act as incentive to learners to find the learning process funny and enjoyable, rather than a dead boring business.

e. Students interact well with their teacher

Based on the result of the interview was conducted to the students, it was found that the teacher used humor in EFL classroom, it can make the students interact well with their teacher. It can be seen clearly from the extract of the student’s response in extract 24. The student said that **“Yes of course, because it can more**

interact with the teacher carefully if the teacher used humor because sometimes the students were nervous when studying so if the teacher used humor it could make the students more relax and when the students wanted ask question to the teacher the students were not afraid". From the utterance shows that if her teacher used humor in teaching process, it made the student more interact well with their teacher. Furthermore, the students said that if they studied sometimes they are nervous. But if the teacher used humor in the classroom, it can make communication more open between students and teacher because the students are not afraid with their teacher. It means that by using humor in the classroom can create a relationship and communication between teachers and students in harmony.

It is supported Berk (2007) who said that humor can improve [a teacher's] connection with [their] students' and 'bring dead, boring content to life. And then Berk's (1996) concluded that humor can break down barriers so that teachers and students can better communicate and reciprocate messages. It is also in line with.(Hill, 1988; Berk, 1998) who said that the use of humor in the classroom can help to create a more positive learning environment by breaking down barriers to communication between the professor and the students.

g. Students are more enthusiastic in learning

Based on the result of the interview was conducted to the students, it was found that the teacher used humor in EFL classroom, it can make the students are more enthusiastic in learning. It can be seen clearly from the extract of the student's response in extract 25. The student said that **"Yes, I am interested because the**

students are more enthusiastic for studying English because they can study English comfortably". From the student's utterance, she was interested if the teacher used humor in teaching learning process because the students were more enthusiastic for studying English because the students could study comfortably. It is related to Neumann et al (2009) who said that humor was found to lighten the mood during lectures and helped reduce stress and anxiety in students.

In contrast, there were some students did not like if humor was used by the teacher too much. It can be seen in extract 26, the student said that "*kalau humornya terlalu banyak, saya kurang suka eee karena biasa terlalu panjang dan tidak sesuai dengan materi. Biasa kalo terlalu banyak humornya biasa agak agak terganggu karena tidak penting*". The utterance from the student shows that she did not like if the teacher used humor too much and it was not suitable with the material. Thus, the student also said that if the teacher used humor, it could disturb for her because humor that used by teacher too much and it was not important.

Based on the explanation above, the writer concludes that, most of students said that they like if their teacher used humor in EFL classroom because it can make the students interest in learning. Although some of them did not like for some reasons because sometimes their teacher used humor too much and it was not suitable with the material. Therefore, humor is one of teacher communication strategies to enhance students' interest to learn. Therefore, it is important for teachers to understand how to effectively communicate with students by using humor because using humor as a communication strategy can deliver the material or engage the students to develop students in the classroom.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter covers two sections, the first section deals with conclusion and another one deals with suggestions.

I. Conclusions

Based on the findings and the discussions in the previous section, it can be concluded that:

1. The EFL teacher of SMAN 21 Makassar in the 2nd semester at the XI grade used three types of appropriate humor, namely related humor, unrelated humor, and self-disparaging. The teacher did not use unplanned humor. Furthermore, the writer found the new type of humor that occurred by the teacher namely unresponded plan humor. Unresponded plan humor can be identified when the teacher gives a story, joke or humor to the students, it was intended to be funny according to the teacher about his story or humor but the student did not respond teacher's humor, so the students did not laugh.
2. Humor is one of teacher communication strategies to enhance students' interest in EFL classroom. There are some effects of teacher's humor to students' interest in EFL classroom, those are: students are not sleepy, students are interested in learning and acquiring the knowledge easily, students are not nervous, students

enjoy the classroom, students interact well with their teacher and students are more enthusiastic in learning.

J. Suggestions

Based on the conclusions that have been put forward above, the following implication and a recommendation for further related research are really suggested by the writer. Those suggestions are drawn as follow:

1. This research is still far away from the perfectness. Therefore, the critic and the suggestion from the people who may concern is really needed so that this study can approach the standard point.
2. In teaching and learning process, there are significant influences of humor used by the teacher in classroom interaction. Therefore, the writer gives suggestion that all teachers to keep on using humor.
3. Teacher can apply the types of humor as one of communication strategies in teaching learning process to enhance students' interest in EFL classroom. Which the teacher can establish a good atmosphere in the classroom in order to make the students enjoy in the classroom.
4. The teachers also should be able to control their utterances when using humor. The use of humor must be based on the context of teaching learning process.
5. For the next writer, the study of humor can be extended by conducting the research in other different content and setting. Furthermore, the writer recommends to observe about appropriate humor in movement form that used by the teacher in EFL classroom.

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