**CHAPTER V**

**CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusions and the suggestions of the findings.

1. **Conclusions**

Based on the findings and the discussion in the previous section, the conclusions are made as following:

1. There are some types of verbal-humor made by two English teachers of SMAN 12 Cenrana-Maros. Teacher A were used five types of verbal-humor namely joke, pun fun, malapropism, exclusive humor, and absurdity by Raskin’s theory*.* Teacher B were used four types of verbal-humor namely pun fun, joke, malapropism, and irony especially sarcasm irony by Raskins’ theory. It is also found out that there are some new types of verbal-humor made by researcher which had been performed by both English teacher of SMAN 12 Cenrana-Maros namely Lokal Humor, Plesetan Humor, Slapstick Humor, Bullying Humor, and sixes and sevens humor.
2. The use of verbal-humor attracts students’ motivation. It can be seen through the way the students still focused on the lesson, students still paid attention to the lesson, students’ speed on solving the problems, students’ self confidence, students’ performance in the class, students were motivated to study more, and students got their satisfaction on learning.
3. Based on the interview, it can be seen that the students show the positive responses toward the verbal-humor of their teachers. It is proofed by the way students liked it, students were interested, students liked to study with fun, and students preferred to study with some funny moments inside the lesson rather than they study in 100% serious.
4. **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 researcher. Those suggestions are drawn as follow:

1. This research is still far away from the perfectness, the critic and the suggestion from the people who may concern is really needed so that this study can approach the standard point.
2. Teachers can apply the use of verbal-humor as one of their techniques in teaching especially in teaching English to attract students’ motivation.
3. More research subject about this topic need to be involved in the future study, so that we can come to the general conclusion of the use of the verbal-humor in school environment or even in community.
4. More research subject about using verbal-humor in the classroom activities especially some research about the using of dialect in verbal-humor.