

THE USE OF HUMOR IN TEACHING PUBLIC SPEAKING

THESIS

Submitted in partial fulfillment of the requirement for the degree of
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ABSTRACT

Putri, Grevita Kusuma Dewi. (2020). *The Use Of Humor in Teaching Public Speaking*. A thesis. English Language and Education Department, Faculty of Education and Teacher Training, Universitas Islam Negeri Sunan Ampel Surabaya. Advisors: Rizka Safriyani, M.Pd & Dr. Mohamad Salik, M.Ag.

Keywords: Humor, Teaching Public Speaking

Humor is the language style that people use to create comedy or jokes. Humor uses in flexible time and places. It means that people can use humor to change the tense atmosphere becomes pleasant. Humor as a strategy in teaching public speaking that makes students understanding the material quickly, improve speaking skills, and the students pay attention to the material. The lecturer as a facilitator has the opportunity to manage the class with kinds of humor and stimulus the students be a participant in the class. This study aimed to investigate kinds of humor and to find out students responses toward the use of humor in teaching public speaking. To answer these questions, the researcher applied a qualitative approach by observing and administering interviews with the 3 students in the fourth semester of English Literature Department in public speaking at UIN Sunan Ampel Surabaya academic year 2018/2019. The overall finding indicated there are three kinds of humor used by the lecturer. Those are teacher-targeted humor, the external source of humor, and nonverbal humor. Then there are students responses consist of negative responses and positive responses.

ABSTRAK

Putri, Grevita Kusuma Dewi. (2020). Penggunaan Humor dalam Pengajaran Berbicara di Depan umum. Sebuah tesis. Jurusan Bahasa dan Pendidikan Bahasa Inggris, Fakultas Pendidikan dan Pelatihan Guru, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Rizka Safriyani, M.Pd&Dr. Mohamad Salik, M.Ag

Kata kunci: Humor, Pengajaran Berbicara di Depan Umum

Humor adalah gaya bahasa yang digunakan orang untuk membuat komedi atau lelucon. Humor juga dapat digunakan pada waktu dan tempat yang fleksibel. Artinya orang bisa menggunakan humor untuk merubah suasana tegang menjadi menyenangkan. Humor sebagai startegi dalam pengajaran berbicara di depan umum yang membuat siswa memahami materi dengan cepat, meningkatkan kemampuan dalam berbicara dan siswa memperhatikan materi. Dosen sebagai fasilitator mempunyai kesempatan untuk mengelola kelas dengan beberapa jenis humor dan mendorong siswa untuk berpartisipasi dikelas. Penelitian ini bertujuan untuk membahas berbagai jenis humor dan mengetahui tanggapan siswa terhadap penggunaan humor dalam pengajaran berbicara di depan umum. Untuk menjawab pertanyaan ini, peneliti menggunakan pendekatan kualitatif dengan mengamati kegiatan kelas dan melakukan wawancara kepada 3 siswa semester empat dari jurusan sastra Inggris pada pelajaran berbicara di depan umum di UIN Sunan Ampel Surabaya tahun akademik 2018/2019. Hasil keseluruhan menunjukkan ada tiga jenis humor yang digunakan oleh guru. Di antaranya itu adalah humor yang di targetkan oleh guru, sumber humor eksternal dan humor nonverbal. Kemudian ada tanggapan siswa yang terdiri dari tanggapan negatif dan tanggapan positif.

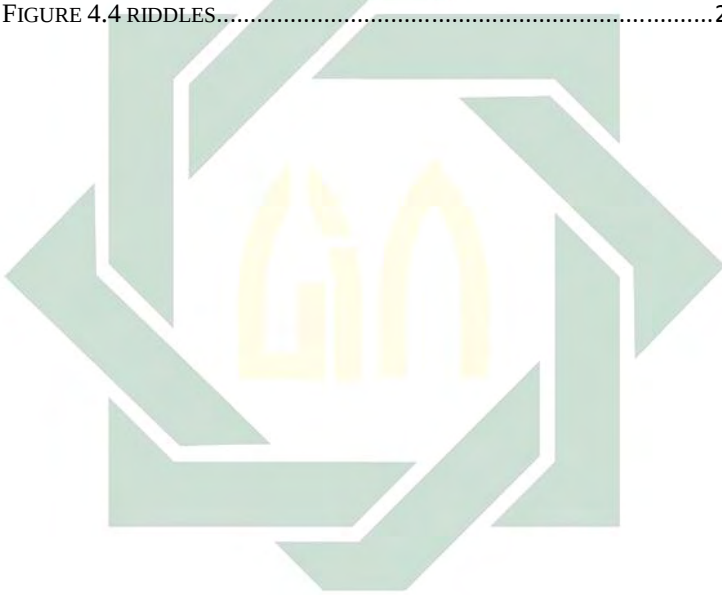
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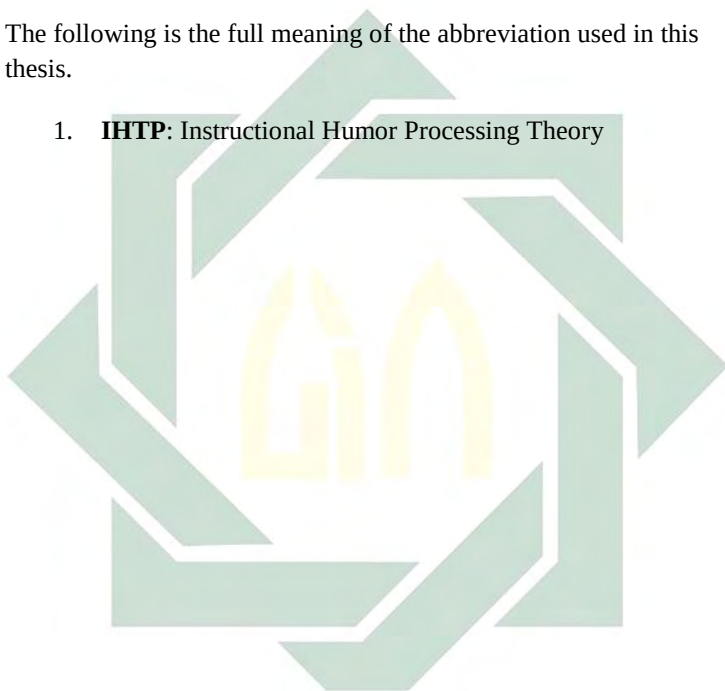
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LIST OF ABBREVIATION

The following is the full meaning of the abbreviation used in this thesis.

1. **IHTP**: Instructional Humor Processing Theory



CHAPTER I

INTRODUCTION

This chapter consists of a background of the study, research questions, research objectives, significance of the study, scope, and limitation, and definition of key terms. The description explains below.

A. Background of the Study

Teaching Language is the first component of the learning process. It means that language supports the students' ability to communicate with other people. As a teacher, we need to teach language to develop knowledge, skills, and vocabulary. So, language is important to build a good relationship with other people. In this century, English is a foreign language. Crystal argues that people of another nation generally use English to communicate with each other.¹ The theory shows that English is giving some of the benefits for people non-English countries such as English helps the students get a job, continue their studies, etc. Learning English is not only knowing the meaning and structure rule but also can be applied English in daily life.² So, to fix students learning English, the teachers must be aware to make students mastery in English ability. Unfortunately, some of the teachers use a monotone strategy in learning English such as only explain the material, lack of games, and activities. It makes the students bored to learn English. Therefore, the teachers need a strategy to make a positive environment in the class. A positive environment isto build effective teaching and improve students interest in learning English.

The IHPT (Instructional Humor Processing Theory) declared that the use of humor in the classroom is giving advantages such as a build motivation, increase students' attention and enhance a

¹ TESOL International Association, Principles of Language Learning and The Role of The Teacher, 2017.

² TESOL International Association, Principles ofp.6

good relationship between teacher and students.³ The theory shows that humor is one of the effective strategies to manage the class. It also makes students more relax and the students pay attention to the material. As a good teacher, we should support students' needs in the learning process such as encouraging student participation in public speaking. As reported by Crawford humor is communication that gives feedback to listeners.⁴ There are several kinds of humor, such as canned (jokes) and irony.

Those kinds of humor support effective teaching in the class. Kinds of humor can be chosen by the teacher depending on the situation. As a role model of the class, the teacher should be aware of the students' needs through the use of humor. Deiter was certain the use of humor enhances teachers' performance in making, a job, the material, personal life, and the students know that the teacher creates a positive relationship with them.⁵ This is why the use of humor is important for the teacher to manage the class.

Riri Algafar study entitled "Teacher Perspectives toward the use of Humor in Teaching as a Foreign Language" has done the study at one Public Junior High School in Kota Jambi.⁶ She is collecting the data by interviewing the teacher. There are 4 participants in these interviews. Then the result was found some of advantages and disadvantages. The advantages such as sociological benefit, instructional benefit, and psychological benefit. Then for the disadvantages, it makes the students does not accept a joke because they do not understand a joke.

The second previous study has done by Fatemeh Abbasi Jamal Abad entitled "The Effect of Teachers' Sense of Humor on

³ Erik Rosegard, Jackson Wilson., "Capturing Students' Attention: An empirical study, *Journal of the Scholarship of Teaching and Learning*, Vol. 13, No. 5, December 2013.p.6

⁴ Eric J. Romero, Kevin W. Cruthirds, "The Use of Humor in the Workplace", *Academic of Management Perspectives*, January 2006.

⁵ Ron Deiter, "The Use of Humor as a Teaching Tool in the College Classroom", *Economics Publications*, 6 June 2000.

⁶ Riri Algafar, " Teachers' Perspectives toward the Use of Humor in Teaching English as a Foreign Language", July 2017.

Students' Learning".⁷ She is collecting the data by interviewing students on social media. There are 25 female participants from Ameneh School Iran in grade 10. The result shows that humor is effective learning it makes students self-confidence. Then sense of humor makes the students easier to memorize the material and understand the lesson.

The third previous study entitled "Can humor help the Early Years supply teacher in developing a positive relationship with staff and pupils?" has done by Louie Werth.⁸ The researcher uses an autoethnographic approach and field notes, reflective journals, and semi-structured interviews. Autoethnographic describes and analyzes personal experiences to understand cultural experience. Furthermore the participants taken from five schools and the observation is across eight days. Those schools involve state school and the classes are diverse with children from a range of ethnic, cultural, and socioeconomic backgrounds. From those methods, the researcher was found out that humor is giving a good reaction and build a good relationship between supply teachers, support staff, and children.

The fourth previous study has done by Ron Deiter entitled "The Use of Humor as a Teaching Tool in the College Classroom".⁹ This study explains the benefit of using humor in the classroom like increase an instructor's credible, professional image, and teaching effectiveness. Also, the research shows that the students enjoy when the teacher used humor in the class.

The fifth previous study entitled "Improving Students' Reading Comprehension by Using Humor Stories in Grade Eight of SMP Negeri 5 Sibolga in Academic year 2017/2018" has done by Lamhot Martha and Yosua Sitorus.¹⁰ This study

⁷Fatemeh Abbasi Jamal Abad, The Effect of Teacher' Sense of Humor on Students' Learning, *Journal of Social Sciences, Literature and Languages*, Vol. 2(1), p. 9-11, 30 April, 2017

⁸Louie Werth, "Can humour help the Early Years supply teacher in developing positive relationships with staff and pupils?", *CORERJ: Cambridge Open-Review Educational Research e-Journal* ISSN 2056-7804, Vol. 4, 2017

⁹Ron Deiter, The Use of Humor p. 27

¹⁰Lamhot Martua Situmeang, S.Pd., M.Pd-Yosua Sitorus, S.Pd, " Improving Students' Reading Comprehensio By Using Humor Stories in Grade Eight of SMP Negeri 5

uses Classroom Action Research and in collecting the data uses quantitative and qualitative research. Then the subject is 36 students from the school. This research is revealing that stories of humor with similar word and notes after reading is better to improve students' reading comprehension.

The previous study highlight that humor is an appropriate strategy for the learning process in English. The majority study above explains that humor had a positive impact on the students and teachers like to build a good relationship and easy to understand the material. Considering the above issues, the purpose of this study is to get students to pay attention to the material. Wei, Wang, and Klausner revealed that attention was the main tool to transform, store, and retrieve the information.¹¹ So this study finds out the teacher uses humor to get students attention to the material.

The conclusion in this research about the use of humor in the classroom. However, this study focuses on the use of humor in teaching public speaking. The researcher also analyzes kinds of humor and student's responses through humor.

B. Research Question

Based on the background above, the researcher focuses on some following questions to observe the use of humor in teaching public speaking. The research question as follows

1. What kinds of humor used in teaching public speaking?
2. What are the students' responses toward the use of humor in teaching public speaking?

C. Objectives of the Study

Based on the research question, the objectives of this study are:

1. To investigate kinds of humor used in teaching public speaking

2. To find out the students response through the use of humor in teaching public speaking

D. Significance of the Study

In the end, the researcher hopes that the results of this study benefits for students, lecturer, and the next researcher:

1. *For the students*, the result of this study can be used to the students understanding the material quickly and improve speaking skill with humor. The researcher expects students of the English Teacher Department of UIN Sunan Ampel Surabaya to be interested in learning English through use humor.

2. *For the lecturer*, this research provides some insight kinds of humor can be used in the classroom. Furthermore, the researcher expects that the lecturer is adding another kind of humor in the learning process.

3. *For the next researcher*, this research shows that humor is one of the strategies that can be chosen in the learning process. This research supports other researchers more be aware that humor can create a good teaching and learning process.

E. Scope and Limitation of the Study

The scope of this research is the use of humor in teaching public speaking. The object is the use of humor in teaching public speaking. This study focuses on what kinds of humor used in teaching public speaking, and students' responses towards the use of humor in teaching public speaking

The limitation of this study focuses on lecturer use humor to get students to pay attention to the material. After getting the information from the lecturers' use humor, then classify what kinds of humor that the lecturer used in the class. Furthermore, focus on the students' response toward the lecturer use humor in teaching public speaking. The subject is the students of English Department at Public Speaking in class Fourth Semester in UIN Sunan Ampel Surabaya academic year 2018/2019.

F. Definition of Key Term

There are three definitions of the key term that relates to this study as follow:

1. Humor

Humor as a comedy session that makes people melting the situation in communicating. Eric indicated that humor is a language style that attempts to reduce stress, build group cohesion, creativity, and enhance communication.¹² However, this research relates to the kinds of humor in teaching public speaking.

2. Students Response

Students' responses are what students hear and feel or reaction to give responses that occur around them. Maria argues that a student's response is feeling or action to answer about something happen.¹³ Despite, in this research present students response through lecturer use humor.

3. Teaching Public Speaking

Teaching public speaking means that learning process to improve speaking skill. Shampa defined teaching public speaking is to enhance the students to have the ability to speak English accurately and fluently.¹⁴ However, this research describes teaching public speaking as a tool for the students to get learning to speak in class.

¹² Eric J. Romero, Kevin W. Cruthirds, "The Use of Humor p.59

¹³ Maria, Agustina Sri Wulandari, Thesis: "Students' Responses to Teacher Written Feedback on Their Compositions", Sanata Dharma University Yogyakarta, 2007

¹⁴ Shampa, Iftakhar, "Teacing Speaking Through Public Speaking Course", Daffodil International University, 2013

CHAPTER II

REVIEW OF RELATED LITERATURE

This section explains the theories and literature connected to the problem. Besides, some of the previous studies are revealed in this section.

A. Theoretical Framework

1. Humor

a. Definition of Humor

Humor is a language style that is to reduce stress, build group cohesion, creativity, and enhance communication.¹⁵ Humor is giving a positive effect in the classroom such as capture students' attention, enhance students' motivation and cheerfulness, and make the teaching-learning process becomes comfortable.¹⁶ Consequently, humor is a good strategy to manage the classroom. Humor as a comedy session makes the students fun and focus on the course. Besides, humor can be done at a flexible time and place.

b. Kinds of Humor

1) Jokes

A joke is verbal humor that produces orally in conversation. Jokes are supporting the action and feelings of people.¹⁷ Sheer argued that jokes consisted of a set-up and punch line.¹⁸ Set up was a joke that produced a dialogue and the punch line was the final part of a narrative that contained surprising.¹⁹ Nancy and Anne argue that jokes

¹⁵ Eric J. Romero, Kevin W. Cruthirds., "The Use of Humor.....p.59

¹⁶ Erik Rosegard, Wilson Jackson., Capturing Students' Attention.....p.6

¹⁷ Dynel, Marta. Beyond a Joke: "Types of Conversational Humour", *Language and Linguistics Compass*, September 2009, p.1-2

¹⁸ Dynel, Marta. Beyond a Joke: Types of Conversational Humour,p.2

¹⁹ Dynel, Marta. Beyond a Joke: Types of Conversational Humour,p.2

divided into three kinds, for instance, narrative/anecdote, Puns, and Riddles.²⁰ There are:

a) Narrative/anecdote

An anecdote is a humorous narrative that tells personal experience or other peoples' lives. The anecdote also showed nonverbal expressions like facial expression, tone of voice, and gesture.²¹ An anecdote can be used in informal and formal events.²² Narrative/anecdote defined as a short story to make the people laugh.²³ An anecdote describes funny stories with a gesture.

b) Puns

Puns are scrambling sentences contained a joke.²⁴ Puns contain two or more meanings. For instance, time flies an arrow, fruit flies like a banana. Puns can be used through the photo captions, social media posts, and other types of messages.²⁵

c) Riddles

Riddles are expressions that consist of an image and answer.²⁶ Riddles supported the people having fun and laugh together.²⁷ It happens because riddles contained a scrambling creative sentence and innovative.²⁸ Furthermore, riddles are a question about a person, thing, and the situation explained by the students.²⁹

²⁰D. Nancy, Bell and Anne Pomerantz. *Humor in the Classroom: A Guide for Language Teachers and Educational Researcher*, New York, 2016

²¹Dynel, Marta. *Beyond a Joke: Types of Conversational Humour*, p.13

²²Ibid

²³Lena Marander-Eklund, "Narrative and Emotions: Revealing and Concealing Laughter", *Folklore* 39. 2008

²⁴<https://Literacydevices.net/pun>

²⁵Dynel, Marta. *Beyond a Joke: "Types of Conversational Humour"*, p. 7

²⁶Ibid

²⁷Kaivola, Annikki-Bregenhøj. "Riddles and Humor", *Folklore*, University of Turku, Finland, 2017

²⁸Kaivola, Annikki-Bregenhøj. *Riddles and Humor* p.207

²⁹Tessa Apriandari, Thesis: "Improving Students' English Vocabulary Through The Use of Riddles Technique. (Ar-Raniry State Islamic University Banda Aceh, 2019).

2) Irony

The irony defined as storytelling which is illustrated as a story that contrasts with the original story.³⁰ It means that the differences between what is said and what is meant, what is said, and what occurs or between the meaning and what is understood. Irony can be said as an evaluation of the speaker, for example, people say the room is clean but the room is dirty. It means that people showed a negative response to the room through innuendo.³¹

a) Banter

The banter was a funny and friendly joke.³² Banter can use informal conditions and banter is giving a positive effect such as in human communication to ease the tense atmosphere of solidarity within a group.³³ Banter also uses to keep the conversation and more fun.

b) One-liners

One-liners are scrambling sentences contained short jokes (one-line jokes) and funny.³⁴ One-liners seem to like puns but one-liners more than two meanings because contained many words for joke material.³⁵

c) Self Deprecation

Self-deprecation was a joke that laughs at a problem or teasing people.³⁶ Sometimes, people used self-deprecation to create a positive self-image for example, the speaker can be used self-deprecation to attract the attention of the audiences.

³⁰ Svend Ostegaard. "The Definition and Processing of Irony",

³¹ D. Nancy, Bell and Anne Pomerantz. *Humor in the Classroom: A Guide for Language Teachers and Educational Researcher*

³² Rajaa, Flayih ., "A Pragmatic Study of Banter in Austen's *Pride and Prejudice*", University of Al-Qadisiyah, College, 2013.

³³ Rajaa, Flayih ., "A Pragmatic Study of Banter in Austen'sp.21

³⁴ Catherine, Chauvin., Par., "One-liners and Linguistics: (re)interpretation, context and meaning", University of Loraine, January 2015.

³⁵ Catherine, Chauvin., Par. "One-liners p. 2

³⁶ Dynel, Marta. *Beyond a Joke: "Types of Conversational Humour"*, p. 12-13

d) Hyperbola

The hyperbola is a figurative language where the speaker exaggerates an object. Figurative language can be used to make a poem, explain something beautiful, etc. For instance, the trees are waving in the wind.

Other studies, Neuliep suggest that humor classified into five types in the classroom as follows:³⁷

a. Teacher-Targeted Humor

Teacher-targeted humor included humor that related or unrelated to the course.³⁸ Humor uses depend on the context in the classroom. For example, humor related to the course, the lecturer uses humor to help students' remember and understand the material through funny stories. While unrelated course humor makes students' laugh to avoid boredom and refresh their brains.

b. Student-Targeted Humor

Student-targeted humor included friendly insult, student's humorous role-play assigned by the lecturer.³⁹ This humor shows the interaction between lecturer and students and students' performance in the learning process. For instance, the lecturer is teasing students because playing handphones.

c. Untargeted Humor

Untargeted humor explains about puns and joke-telling. This humor is useful to decrease tense, fun, more relax, and create positive emotions. Therefore the lecturer can be use spontaneous humor like the lecturer

³⁷ Kim, Sol ., Park, Seon-Ho, " Humor in the Language Classroom: A Review of The Literature", Primary English Education, 23(4), 2017, 241-262

³⁸ Kim, Sol ., Park, Seon-Ho, " Humor in the p. 246

³⁹ Ibid

tells a comedy to makes student enjoy in the classroom

d. External Source of Humor

External sources of humor are presenting natural phenomena, cartoons, and historical events. The lecturer can be used this humor to explore students' experiences about a personal experience, the problem recently happens, etc. Furthermore, the students get interesting stories and experience, increase students' creative thinking, etc.

e. Nonverbal Humor

Nonverbal humor expressed facial expression, tone of voice, and gesture.⁴⁰ This humor supports the students' laughter and pleasure from the expression. Humor created positive emotional between teachers and students.⁴¹ Then nonverbal humor is easier to interpret the meanings of body movement and facial expression.

c. The Benefit of Humor in The Classroom

1) Build a good relationship in the learning process

Humor helps to build a good relationship between teachers and students. Humor involves students more be aware in class such as sharing the ideas and interaction with the lecturer.

2) More enjoyable

Humor creates a positive attitude in-class activities such as reduce stress and boredom. Humor also stimulates the students more be relax and comfortable in the class.

3) To increase students pay attention

Humor keeps the students focuses and involve in the course. Then, when the students focus on the material make it easy to get information quickly and

⁴⁰Dynel, Marta. Beyond a Joke: "Types of Conversational Humour",p.13

⁴¹Elias, M. "Using Humor in the Classroom". 2014

support the students to open-minded and creative thinking.

2. Students Response

A response is an action like rejection, attention of perception, and judgment.⁴² Respons is happening from seeing an object, hearing something, and feel something. This study focused on students' responses towards the lecturer use humor in teaching public speaking. Sinta and Imelda revealed response as follow⁴³:

a. Positive response

The response is a positive feeling and interested in the learning course.⁴⁴ Response includes actions, attitudes, and feelings obtained from the lecturer use humor in teaching public speaking.

b. Negative response

The negative response explained that students were not happy and not interested in the learning activities carried out.⁴⁵ The response shows that students uncomfortable in the learning process.

3. Teaching Public Speaking

There are three-point to explain teaching public speaking such as the definition of teaching, public speaking and teaching public speaking

a. Definition Teaching

Teaching is a learning process designed to transfer knowledge to the students.⁴⁶ As a role model in the teaching process, the teacher helps pupils learn particular things in the classroom activities such as

⁴² Nur Laeliah, Thesis: Stimulus Guru dan Respon Siswa Dalam Pengajaran Bahasa Arab di MTS Al-Ikhsan Beji Kedungbanteng Banyumas Tahun Pelajaran 2011/2012), p. 7-8

⁴³ Sinta Dameria Simanjutak, Imelda, "Respon Siswa Terhadap Pembelajaran Matematika Realistik dengan Konteks Budaya Batak Toba", MES (Journal of Mathematics Education and Science) Vol. 4, No. 1. Oktober 2018

⁴⁴ Sinta Dameria Simanjutak, Imelda, "Respon Siswa Terhadap p. 82

⁴⁵ Sinta Dameria Simanjutak, Imelda, "Respon Siswa Terhadap p. 83

⁴⁶ Dr., A. H. Sequeira, (2012). "Introduction to Concepts of Teaching and Learning". National Institute of Technology Karnataka, Surathkal, India.

discussion to solve a problem, reviewing the material, evaluating student paper, etc.⁴⁷

b. Definition Public Speaking

Public speaking is public dialogue that shares knowledge like ideas, arguments, or perspective to the audience.⁴⁸ Aimed to help the audience get the information. The information is giving a point in a speech that the audience wants and supports the curiosity of the audience.

c. Teaching public speaking

Teaching speaking skills to enhance the student's speak English accurately and fluently.⁴⁹ Also, support the student's speech to share their ideas with the audience. Then the students have the opportunity for improving communication skills in public.⁵⁰

B. Previous Studies

Some of the researchers explored the use of humor in a different function. In this section, the researchers revealed some of the research following this study. The first previous study had done by Riri Alghafar entitled "Teacher Perspectives toward the use of Humor in Teaching as a Foreign Language".⁵¹ This research found the strengths and weaknesses of using humor, such as humor can motivate the students in the learning process, can reduce students' stress and, etc. Furthermore, this research focused on teachers' perspectives to use humor. It is different from my research focused to apply humor in teaching public speaking to get students to pay attention to the material.

The second is a Fatemeh Abbasi entitled "Jamal Abad entitled "The Effect of Teachers' Sense of Humor on Students'

⁴⁷Deborah, Loewenberg and Francesca, M. Forzani. "The Work of Teaching and The Challenge for Teacher Education". *Journal of Teacher Education* 2009; 60; 497

⁴⁸Cindy L. Griffin, "Invitation to Public Speaking Handbook" (2011), Wadsworth, Cengage Learning)

⁴⁹Shampa, Iftakhar. "Teaching Speaking Through Public Speaking Course" (2013)..Daffodil International University

⁵⁰Shampa, Iftakhar. "Teaching Speakingp.190

⁵¹Riri Alghafar, " Teachers' Perspectives toward the UseP.7-9

Learning."⁵² This study showed that the students' have a positive effect of view toward the teachers' sense of humor. Then humor was effective learning in the class and make students' self-confidence. Based on the findings of this study, humor was giving a positive effect on the teacher's sense of humor. Whereas, my research concentrate on the use of humor in teaching public speaking.

The third is a journal by Louie Werth entitled "Can humor help the Early Years supply teacher in developing positive relationships with staff and pupils? ".⁵³ This study investigated the humor in developing positive relationships. The study showed that humor was built a good behavior between staff, teachers, and students because the humor is reducing supply teachers' experiences of isolation from other staff and supporting students to have good behavior. Whereas in my research concentrated on humor in teaching public speaking.

The fourth is a journal by Ron Deiter entitled " The Use of Humor as a Teaching Tool in the College Classroom".⁵⁴ This study revealed that humor increased the instructor's credibility, professional image, and teaching effectiveness. The result showed that humor effective tool to apply in the college classroom because humor has many benefit for students and teachers. Whereas my research fixed with humor in teaching public speaking.

The fifth is a journal by Lamhot Martha and Yosua Sitorus entitled "Improving Students' Reading Comprehension by Using Humor Stories in Grade Eight of SMP Negeri 5 Sibolga in Academic year 2017/2018".⁵⁵ This study indicated that humor improved students reading comprehension through humor stories. Whereas my research focused on humor in teaching public speaking.

⁵²Fatemeh Abbasi Jamal Abad, The Effect of Teacher' SenseP.10

⁵³Louie Werth, "Can humour help theP.124-128

⁵⁴Ron Deiter, The Use of HumorP.27

⁵⁵Lamhot Martua Situmeang, S.Pd., M.Pd, Yosua Sitorus, S.Pd, " Improving Students'p.60-61

The sixth is a journal by Olga Gnevek, Mariya Musijchuk, and Sergey Musiichuk entitled "Humor as a means for developing student creativity".⁵⁶ This study found that using humorous statements shown creativity development in psychology, students because the humor was giving positive effects of the cognitive and affective activity of students like to establish creative thinking. It is different from my research focuses on the use of humor to get students to pay attention to the material of public speaking.

The seventh is a thesis by Irnawati Ismail entitled "Humor as One of the Teacher Communication Strategies to Enhance Students' Interest in EFL Classroom".⁵⁷ This research investigates the use of humor to build a good relationship for students and teachers. The study applied a qualitative method that consists of an interview, observation, and audio recording. Then this study revealed that humor makes students notice and not sleepy in learning courses, easier to understand the material, enjoy in the classroom and, etc. Whereas my research applied humor in teaching public speaking that consists of kinds of humor and students' responses toward the lecturer use humor in teaching public speaking.

⁵⁶Olga GNEVEK, Mariya MUSIJCHUK, Sergey MUSIICHUK, "Humor as a means for developing students creativity", ESPACIOS, Vol. 39 (Number 40) 2018, page 21

⁵⁷Irnawati Israil, Thesis: "Humor as One of the Teacher Communication Strategies to Enhance Students' Interest in EFL Classroom", State University of Makassar, 2017

CHAPTER III

RESEARCH METHOD

This section focuses on the analysis of the problem that consists of research design, research subject, research location, data and source data, data collection technique, research instrument, data analysis technique, and research stages. There more explanation about the methodology for this research details in:

A. Research Design

This research uses descriptive qualitative design. Descriptive uses to examine the kinds of humor, and the students' response to humor. This research used to found out the experiences and perceptions of people can be defined as qualitative research.⁵⁸ So qualitative research is individual experiences to explain phenomena. The researcher uses descriptive qualitative because the researcher analyzes the subject in deeper information.

This research intends to investigate humor in teaching public speaking that consists of kinds of humor and students' response. To design this research, the researcher makes a designing such as doing non-participant observation, interview, and taking the documentation.

B. Research Subject

This research was taken from the data by observation to the lecturer and interview the students of the public speaking class in the fourth semester in the academic year 2018/2019. The students selected based on purposive sampling.⁵⁹ That is significant as the same meaning qualitative research. According to Creswell purposive sampling is a personal interpretation from the result after observing in the class. The subject come from students

⁵⁸Bismah Jameel, Saqib Shaheeh, Umair Majid. "Introduction to Qualitative Research for Nivice Investigators". *URNSCT Journal* (2018): Volume 2, Issue 6 page 1 of 6

⁵⁹Palys,T.(2008), "Purposive Sampling, In L. M. Given (Ed) *The sage Encyclopedia of Qualitative Research Methods*", Sage, Los Angeles

response towards lecturer used humor.⁶⁰ Then the sample taken from 3 students because to get in-depth and more intense information.

C. Research Setting

1. Place and Time

The setting of this research conducted in UIN Sunan Ampel Surabaya, the location in Ahmad Yani No.117, Wonocolo, Surabaya, East Java. Mainly, this research is done in one class of public speaking in the fourth semester. This research is to choose a public speaking class because the class facilitates the use of humor in the class. Then the data conducted in May academic years 2018/2019.

D. Data and Source Data

The data taken from the lecturers' observation and students' interviews. The data uses in this research from the observation checklist and students responses in answering the interview questions.

Source data in this research obtained from the subject of this research by observation and interviews. First, the researcher uses an observation checklist and video record through the learning process by the lecturer in the class. Second, the researcher uses audio records to interviews the student's responses and also uses the theory to support data in details information.

E. Data Collection Technique

According to Creswell, qualitative data involves visit research sites and observation the individual behavior without pretending questions, and taken from an interview to talk openly.⁶¹ In this research, the researcher uses observation and interviews. Before doing the research, the researcher asks the permission to the lecturer. After the lecturer approved, the researcher does preliminary research. Preliminary research uses to get general information from the use of humor in teaching public speaking. Then the next day the researcher do observation to the lecturer.

⁶⁰John. W Creswell, "Research Design: Qualitative, Quantitative and Mixed Methods Approaches", SAGE Publications, Inc. 2014

⁶¹John. W Creswell, "Research Design p.46

In the first technique is observation, the researcher uses an observation checklist and video record to get exhaustive information. Furthermore after doing the observation, the second technique is the interview. Before the interview some of the students, the researcher choose 3 students who had positive and negative responses toward the lecturer use humor in the class. In the interview, the researcher uses a semi-structured interview because the researcher able to change the questions depend on the direction of the interview and additional questions asked.⁶² Those data collection aims to help the researcher easy to review the transcript of observation and interview.

F. Research Instrument

a. Observation Checklist

To support the data for answering the first question, the researcher uses observation. The researcher does observation to the lecturer used humor in the class of public speaking. In the classroom, the researcher as nonparticipation observation. Nonparticipation is just sitting in class and take a video of the process lecturer use humor. The researcher also uses an observation checklist to know the kinds of humor.

b. Interview Guideline

To support the data collection by interview, the researcher uses interview guidelines. Interview guidelines uses to help the researcher get valid data of students' responses through the lecturer use humor. In this interview section, the researcher uses recorded the interview to save proof of data and semi-structured interviews. A semistructured interview is a method that offers a balance between the flexibility of an open-ended interview.

G. Data Analysis Technique

The data analysis technique such as:⁶³

- 1) First of all collected the data. The data of this research involved observation and interviews which answer research

⁶² Kajornboon, Annabel Bhamani., *Using Interviews as Research Instruments Language*, (Institute Chulalongkorn University, 2005) 5

⁶³John. W Creswell, "Educational research and foresight working papers", *UNESCO*, 2010.

questions. In these steps, the researcher collected a transcript of the observation checklist and an audio recorder.

- 2) The second step, organizing preparing data for analysis. After getting the data from the observation and interview, the researcher prepared and organized the data to analyze. Then do observation and interview to answer research questions.
- 3) The following step is reading the data. After organizing and preparing all the data, the researcher read documents to get deeper information. It included a general idea that the lecturer used humor and the participants responded toward humor. While reading the data, the researcher transcript the data into the appropriate sentences. This step about the general information for the overall meaning from the observation and interview.
- 4) The fourth is coding the description of the data. In this section, the researcher started to analyze the transcription of observation and interview. Then the researcher does interrelated data with the theory to answer the research questions. The data from the observation and students' interviews match with theory from an expert. After the data transcript well, the researcher needed to analyze the theory. Then relate it well conclude the study.
- 5) While the last step is interpreting the finding. The researcher needed to interpret the data from research findings and discussion. It can be a personal interpretation of the researcher. The interpretation could be a meaning derived from a comparison of the finding to information glean from the literature or theory. The analysis focuses on kinds of humor and students' responses. The last summarize the whole of documents.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this section the researcher analyzed the finding during the research process. It intended to answer the problem of the study. In the finding the researcher described and presented the result of the data. Then, in discussion, the researcher interpreted and explained more about the finding of the research

A. Research Findings

In this section, data from observation and interviews presented. In the observation, the researcher got the data from the lecturer giving feedback after students performance. Then, the data from the interview mostly related to the students' response toward the lecturer use humor when giving feedback.

The data from observe the lecturer and students response of the class public speaking to gain interpretation kinds of humor and students response in humor. To answer the first question about kinds of humor, the researcher used the observation checklist. Furthermore the researcher used interviews to answer the second question.

This study was held at UIN Sunan Ampel Surabaya. This research conducted from 13th – 29 May 2019. On the 13th of May 2019, the researcher did preliminary observation. Then on the 17th of May, the researcher asked for permission from the lecturer before collecting the data by observation and interview. In the observation, the researcher got some of kinds of humor used by the lecturer in the classroom, such as:

1. Kinds of humor used in teaching public speaking

In this section, the data taken from an observation checklist and interview. the researcher used observation and take video recorded during the lecturer used humor. Then, the researcher discovered that three kinds of humor mostly used in main activity in teaching public speaking such as :

a. Teacher-Targeted Humor

Teacher targeted humor applied to explain the material. The lecturer used this humor in the main activity of the learning process because it gave feedback for students' presentations. Then, in the observation, the researcher got the information that lecturer use related humor in course:

Lecturer: “ *Body movements become the center of attention to the audiences. So you have to use body movements well for presentation*”. (The lecturer shows the body, back and forth, do you dance? and the students laugh together.

“*Gerakan tubuh menjadi pusat perhatian penonton. Jadi kamu harus menggunakan gerakan tubuh yg baik untuk presentasi.* (Dosen menunjukkan tubuh maju mundur, apakah kamu menari? Dan semua siswa tertawa)

The explanation above confirmed that the lecturer used humor related to the topic of the students' presentation whose described body movement in public speaking. The lecturer said that the student should be aware of body movement when they did a presentation. In the presentation, students make sure that they keep the body and only their head or hands move to explain the information. The lecturer always gave an example of how to use body movement in public speaking. Furthermore, the information above showed that the lecturer used humor related to the course because some of the students make a mistake when use body movement in storytelling. The lecturer facilitated students to explore more in storytelling but students should pay attention to keep body movement because performance affects the final result.

b. External Source of Humor

In the next meeting of the observation, the researcher found that external sources of humor practiced in the learning process to explore personal experience. Personal experience makes the students motivated about people experiences and makes the student pay attention to the material. This humor included in a category of narrative anecdotes. The example:

Lecturer: *“Do you know about Putri?” She graduated from this faculty and she has good skills in public speaking such as confidence and creative thinking.*
(Demonstrate passionately, face serious, and stand up straight. Then students laugh because the lecturer was giving funny expression)

(.. Apakah kamu tau Putri? Dia lulusan dari fakultas ini dan dia memiliki keterampilan yang baik dalam berbicara di depan umum seperti percaya diri dan berfikir kreatif. (memperagakan dengan penuh semangat, muka serius dan berdiri tegap. Kemudian siswa tertawa karena dosen memberikan ekspresi yang lucu.)

The lecturer told a story about people experiences to the students. The lecturer wanted the students confident and creative thinking to share the ideas in public speaking. It happens because some of the students did not prepare well for the presentation. Furthermore, the lecturer told the story, and students laugh together. Furthermore, the explanation above the lecturer showed that personal experience influence the students to pay attention to the material such as the students listen to lecturer information and students giving a positive response like laughter after the lecturer explaining.

c. Nonverbal humor

Nonverbal humor presented several illustrated such as facial expression, gesture, and tone voice. The lecturer usually used this humor in the main activity in the learning process because to recall the information, to help the student understand the lecturers' feedback and keep the students memorize the information. For example:

Firstly the lecturer used the verbal expression to give an example of good expression to fit the story. The lecturer showed natural expression to describe feelings of happiness (See Figure 4.1).



Figure 4.1 Expression happy feeling

Fake smile in performance of storytelling indicated that students did not prepare performance well. Also, make the audience did not interest in the story. On the other hand, verbal expression makes the students laugh and pay attention when the lecturer giving feedback. Then in the storytelling, smiling was an expression that encourages confident and send a positive energy to the audience, Example:

Student : “Wassalamualaikum.” (finished the presentation)

Lecturer : (Smiling) *“Ok thank you. You need to pay attention to storytelling performance. You have to smile to tell the story.”*

The explanation above showed that the lecturers smile to express their character in storytelling. The student did not smile to express their feeling and she just showed a flat face when storytelling. The lecturer was giving information for the students to be aware to express their character and to give a good performance. Then the lecturer was giving feedback to the students that showed smiling movement: stretching bones, showing teeth, smiling and the students laugh together. That expression should be used by the students in their performance because expression makes the audiences interested in the storyline.

Secondly, the gesture applied by the lecturer to support humor material. The gesture was easier for the lecturer to combine humor and provided feedback for the students. Based on the observation the lecturer showed again the attitude of the students' performance when justifying the veil while storytelling. The lecturer explained that students must prepare good clothes and neat in their performance (See Figure 4.2)



Figure 4.2 justify the veil during

Nonverbal communication facilitated the students to combine movement and word. The gesture helps in the performance of storytelling because the students were able to express a character in the story. Example:

Student : *(Wave hands and justify the veil)*

Lecturer : *"You need to prepare your clothes well. Do not justify your veil on your performance and pretend all of the students".*

The conversation above showed that the student wave hands to justify her veil. Then the lecturer was practice the gesture with wave hands, justify veil, and smiling. The performance was disturb and unsightly, so it should be better for students to prepare everything well.

Thirdly, the lecturer used voice to get students to pay attention. The use of expressive face and sound makes it easier to interact between lecturer and students (See figure 4.3). The example:



Figure 4.3 speak loudly

Student : *"once upon a time.... (low voice)"*

Lecturer : *"Please open your mouth and be louder."*

The conversation above showed that the lecturer asks the students a louder voice so that the presentation was heard clearly. In the observation, the students use a low voice and did not hear when telling the story.

Besides, the researcher found that the lecturer usually uses non-verbal humor. The lecturer applied non-verbal humor that makes the students understanding well. Nonverbal humor also makes the lecturer built a good interaction between students and the lecturer. The explanation above showed that the lecturer able to increase students pay attention to the material. Especially in storytelling, nonverbal was needed for the students to sharpen understanding the material.

On the other hand, the lecturer also used teacher targeted humor which combines with nonverbal humor. The explanation above showed that the lecturer applied humor related to the topic using gesture that makes students easily understand the lecturers' feedback. This humor combine with nonverbal humor because easier for the students to accept the information well.

d. Riddles.

The lecturer used riddles to explore the students' humor through images. In the observation, the lecturer asks the students to make riddles by looking at pictures. There is one poster consists of four images. The example:



Figure 4.4 riddles

The students did a presentation in front of the class to share the information. This section helps the student to improve speaking skills. Riddles stimulated the students creative thinking and interpretation of the information from the images.

There were five groups and 3 volunteers from 5 groups to share their ideas about riddles. The students described riddles below:

Student A said that the first picture showed that he studied hard to get a good value. Then he chooses to focus on what he wants and did not get a problem. Finally, he finished quickly and after that playing a game. Then the lecturer said that, is that smart students? and laugh because student A explained the information with tense faces.

Student B said that the picture explained about he did not study but only take a break and confused to start studying. Then he was playing games and enjoy his time. Therefore the picture described that he wants to get a good value without study. Then the lecturer said that “really?” and laugh, so he did not doing anything but want a good value and laugh together.

Student C explained that he studied hard to get a good value and a few minutes later he managed to study. After that, he was playing games. So the picture can be concluded that we can focus on what you want and give awards after hard work. Then the lecturer said “which parts that showed humor?” and the student laugh because she did not explore humor in the presentation.

Besides riddles makes the students explore humor with pictures. Here the lecturer provided media for improving students performance in speaking skills. The explanation above confirmed that three students found different information and perception about the pictures. The pictures help the students practiced using humor. Humor makes the students enjoyed sharing the ideas from the pictures.

2. Students Response Toward The Use of Humor in Teaching Public Speaking

After the researcher did observation in the classroom to get kinds of humor that the lecturer use in the learning process, the researcher interviewed students responses. The researcher interviewed the students to know the responses of students when the teacher applied humor in the classroom. The researcher interviewed randomly with chooses three of all the students in the class because they were mostly showed positive and negative responses. Then they also had different backgrounds of knowledge and experience. From the result of the interview, it showed that most of the students give a positive response in using humor in the class. The positive response here means that the students accept the lecturer's humor when giving feedback to them. Most of the students said that humor useful in the classroom because humor changed the atmosphere of the class like decrease stress, easy to accept the information, and makes the students focus on the material.

The researcher joined in the public speaking class in the fourth semester during the teaching and learning process. As evidence that most of the students were giving positive responses toward the lecturer's humor. Most of the students looked enjoy, relax, and easier to get the information from the lecturer's feedback. At the same time, some of the students were giving negative responses because humor did not make the student's attention to the material but only refresh the brain during the lesson.

There are sixth questions from interview to know students responses about use humor in teaching public speaking, explained below:

The first, positive response and negative response proved on interview data. The evidence of positive response in the first question of the interview (*see appendix 2*)

“Humor is easier to understand the information from the material and lecturer's feedback” (Student A and B) positive response

(.. Humor memudahkan untuk memahami informasi dari materi dan upan balik dosen)

Based on the answer above, it can be concluded that most of the students said that humor helpsthem to understand the course. The students also receive the information well because humor it make easier to catch the information. Students feel better with humor because effective to understand the lecturer feedback. Humor makes the students comfortable to focus on the material. The lecturer always used nonverbal humor to share the information so it makes the students felt good. Humor also makes them enthusiastic to understand the material. Other students giving negative responses can be shown

*“No, Humor reduces tension and did not make to understand the material.” (Student C) negative response
(... Tidak, Humor mengurangi ketegangan dan tidak membuat untuk memahami materi)*

Based on the negative response above the students said that humor only reduces tension. She did not feel that humor helps her to understand the material. Humor was only making comfortable and enjoy the learning process. Furthermore humor able to control tension, worried, and stability of students' feelings.

The second positive and negative response can be provided by students' responses below:

“humor is easier to share the information. The lecturer showed a better example to explore information through humor and more fun to practice speaking” (Student A and B) positive response

Based on the answer above the humor helps the students improve speaking skills. They said that humor helps them to speak up because humor makes it easy to share ideas. Humor facilitated the students to build a good interaction with the audience. Furthermore, the lecturer also showed a good

example to use humor in her performance. Then a negative response can be shown :

“No, only to refresh the brain” (Student C) Negative response
(....*Tidak, hanya untuk mendinginkan otak*)

The students' response above said that humor makes her brain relax. She felt happy to follow the next material. She said that humor did not improve speaking skills because humor makes her learning process fun. Happy feeling makes her brain refresh and focus on the material.

The third positive and negative responses provided to the students' responses below?

“Humor increased the interpret of the information. Then interpretation helps us to improve critical thinking.”
(Student B and C) Positive response

(....*Humor meningkatkan interpretasi informasi. Kemudian interpretasi akan membantu kita untuk meningkatkat pemikiran kritis*)

Based on the answer above critical thinking can beimproved through use humor. Humor facilitated the students to know the information in deep meaning and easier to interpret the results of lecturers feedback. Creative thinking makes the students improve speaking skill for example the students share the ideas through pictures. This section explained on the part of the riddles. The students can explore more what they see from the picture so makes the students improve critical thinking and also improve speaking skills.

The fourth response showed a negative and positive response. The significant of students responses provided to the interview below:

“Happy and cozy because reduce boredom in the learning process” (Student A and B) positive response

(..... *Senang dan nyaman, karena mengurangi kebosanan di proses pembelajaran*)

The answer above provided that humor created a positive environment for learning and enjoyment. Humor makes teaching-learning more fun and to give positive emotion to the students. The students were feeling good with humor. Humor was influencing someones' mood and interest to learn something. The answer above showed that the lecturer able to applied humor in the classroom. The students more be aware to focus on the learning process. Then negative response showed that:

“neutral, sometimes lecturers’ humor was difficult to understand because out of the topic on material”
(Negative response)

(... *netral, kadang-kadang humor dosen susah untuk dipahami karena keluar dari topik materi*)

The students' response above said that it was difficult to understand the lecturers' humor because the humor unrelated to the topic of the material. Furthermore, students have different backgrounds and experiences so that it is more difficult to understand the topic of humor used by lecturers.

The fifth question provided information that humor stimulated students to pay attention to the learning process. Did it show that interview below?

“humor makes focus on the lesson and not boring. Therefore humor can help us to recall the information of the material” (Student A and B)

Based on the answer above, humor enhanced students' pay attention in the classroom. As students said that humor supported a friendly learning experience and understanding the information quickly. Then the students can recall the information using humor. Furthermore, humor facilitated

students easier to focus on the topic of material. The other responses showed that:

“Humor it makes enjoy learned in the class”

(....Tidak, humor membuat senang belajar dikelas)

Students' responses above showed that humor did not help the student to pay attention to the material. The student said that humor can be enjoyed in the class because humor can create fun things. Furthermore the student more enjoyable to learn with humor games they were suitable for reducing boredom and anxiety in student performance.

The sixth, students responses showed that some of feeling negative and positive responses as below:

“Humor supports the students to participate in the class like sharing ideas. Besides humor changed the atmosphere become comfortable and the information can be conveyed well” (Student A and B) positive response

(.....Humor mendukung siswa untuk berpartisipasi dikelas seperti berbagi ide. Selain itu humor mengubah suasana menjadi nyaman dan informasi dapat disampaikan dengan baik).

The answer above, humor increase student's participation, makes learning comfortable, and increases positive interaction with lecturer and students. Then humor promotes productive learning in the classroom environment. Besides the students more be aware to participate in learning.

B. Research Discussion

In this section, the researcher investigated the use of humor in teaching public speaking. The result of the research finding discussed with the review of the theory as explained in the theoretical framework and previous study. The evidence of previous studies associated with the kinds of humor and students' responses. The discussion as follow:

1. Kinds of Humor Used in Teaching Public Speaking

The first research question explained the kinds of humor used in teaching public speaking. The finding of this research review that there were five kinds of humor used in the classroom such as teacher-targeted humor, students-targeted humor, untargted humor, an external source of humor, and nonverbal humor. However from those kinds of humor, the majority are used by the teacher such as teacher-targeted humor, external source humor, and nonverbal humor. The first is teacher-targeted humor because the lecturer was easier to explain the material. This finding confirmed the previous study that investigates humor as a teaching tool in the college classroom a journal by Ron Deiter.⁶⁴ The lecturer used teacher-targeted humor to show how to explain the material to get students' attention, understand quickly, and enjoy in the classroom. The second wasan external source of humor used to make the students motivate from the topic of material. The finding confirmed the previous study investigates perspective towards the use of humor that giving benefits for students motivated in the learning process.⁶⁵ External source of humor showed that the students motivated with personal experience who explain by the lecturer. In the personal experience, the lecturer telling the story about how to be confident and creative thinking in the presentation. The third was nonverbal humor, there were several reasons that the lecturer usually used nonverbal expression because it helps the students to recall information quickly, understand the lecturers' feedback and students memorize the information. This finding confirmed the previous study also showed that sense of humor by the teacher makesstudents interest and felt comfortable, a journal by Fatemeh also found that the students were easier to remember and catch the information.⁶⁶

⁶⁴ Ron Deiter, "The Use of Humor as a Teaching Tool in the College Classroom", *Economics Publications*, 6 June 2000.

⁶⁵ Riri Algafer, " Teachers' Perspectives toward p.9

⁶⁶ Fatemeh Abbasi Jamal Abad, The Effect of Teacher' Sense of Humor on Students' Learning, *Journal of Social Sciences, Literature and Languages*, Vol. 2(1), p. 9-11, 30 April, 2017

2. Students Response Toward The Use of Humor in Teaching Public Speaking

The second question explained students responses toward the use of humor. Humor has advantages for the lecturer and students. It showed by the students' responses who said that humor can help the student understood the lecturer's feedback. Moreover, another student said that humor can reduce tense. This finding was in line with the study, Riri Alghafar whose stated that the use of humor can benefit the students.⁶⁷ The previous study confirmed that humor makes the students interest and enjoy the learning process. The correlation between both of the findings can be concluded that humor makes a good relationship with teachers and students. Humor also have benefit for a sense of humor with lecturer and students. It presented by the lecturer and students' responses who said that humor built a good interaction and support students participate in the learning process. Besides, another student said that humor makes relaxation in the class. This finding was in line with study Louie Werth who stated that the use of humor built interaction between lecturer, employee, and students.⁶⁸ The previous study confirmed that humor support good behavior between teachers and students and show how humor make a positive feeling for the students. Furthermore, humor was giving advantages to students and the lecturer. It displayed by students responses who said that humor helps the student improve speaking skills. Furthermore, humor also makes students easy to express and share the information. This finding was in line with study Fatemeh Abbasi who stated that the use of humor is an effective strategy for self-confidence in speaking class.⁶⁹ As Fatemeh said that humor makes the students have no stress and they can speak easily. Self-confident mentioned that humor creates interesting class and friendlier for the students who improve speaking skills. Humor showed that the students could behave and enjoy speaking in front of the class.

⁶⁷Riri Algafar, " Teachers' Perspectives toward p. 6-9

⁶⁸Louie Werth, "Can humour help the Early Years p. 124-127

⁶⁹Fatemeh Abbasi Jamal Abad, The Effect of Teacher' p. 3

Besides humor has positive emotions for the lecturer and students. It showed by the student responses whose said that humor reduces boredom and refresh the brain. Moreover, humor also increase teaching effectiveness. This finding was in line with the study of Ron Deiter who started that the use of humor creates a positive environment for the lecturer and students.⁷⁰ As Ron said that humor had a positive sense for the students and teacher. The teacher can be discuss something funny when explain the material that makes the students laugh and reduce boredom. Then the teacher used humor depends on the situation. Furthermore, humor also had many benefit for the lecturer and students. It provided by the student responses who said that humor supports the students to know the information in deep meaning and interpretation results of teachers feedback. This finding in line with the study of Lamhot Martha and Yosua Sitorus certain that the use of humor improving students' reading to find out the word similar and difficult words.⁷¹ The previous study confirmed that humor easier for understanding the information quickly. Humor was giving a positive impact for the students enthusiastic for the lecturers' feedback toward humor.

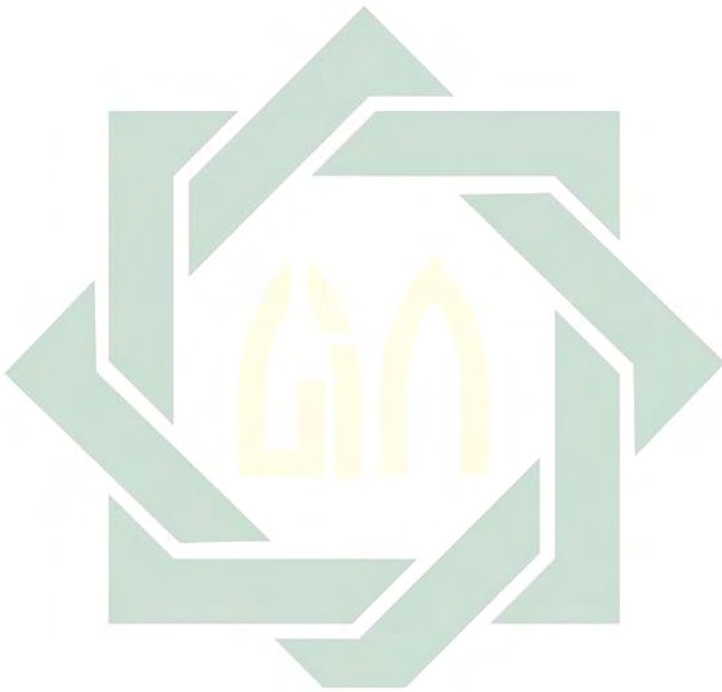
Another response said that humor was useful for the lecturer and students in the classroom. It supported by the students' response who said that humor can help the student pay attention to the material. Another benefit was humor makes it easier to keep and recall the memory from the information. Then humor was giving a positive effect to the lecturer and students. It supports the student responses who said that humor makes students build a good interaction with the audience. Moreover, humor can change the atmosphere becomes comfortable and involve students interest in the learn English. This finding in line with the study of Irnawati.⁷² The previous study confirmed that there are some of the effects the lecturers' humor enhances students interest in the classroom, those are students who not sleepy, students

⁷⁰Ron Deiter, "The Use of Humor p. 9

⁷¹Lamhot Martua Situmeang, S.Pd., M.Pd-Yosua Sitorus, S.Pd, " Improving p. 60-61

⁷²Irnawati Israil, Thesis: "Humor as One of the Teacher Communication p. 98

enjoy in the class, students more enthusiastic with the lecture. So the lecture and the students can build a good interaction with each other.



CHAPTER V

CONCLUSION AND DISCUSSION

This section presents a conclusion and discussion. The first part is about the conclusion that explain kinds of humor and students response toward the lecturer use humor. The second part is about a suggestion that contains a suggestion for the next researcher related to this topic.

A. Conclusion

The result from this research were the kinds of humor used by a lecturer in the teaching public speaking and the students' responses toward the lecturer use humor. Based on the data in research findings, several points explain in this conclusion.

1. Kinds of Humor

The kinds of humor that the lecturer used in teaching public speaking found on three kinds, there are teacher-targeted humor, an external source of humor, and nonverbal humor. Teacher-targeted humor supported by the lecturer use humor to give feedback related to the material. External source humor was a personal experience to make students motivate and pay attention to the material. The last, nonverbal humorthat presented facial expression, gesture, and tone voice who help students understand the material and memorize the information.

2. Students response toward the lecturer use humor

Students response was present positive and negative response. Positive response showed that students receive the lecturers' humor and able to follow the learning process well. While negative responses, students were difficult to understand the material through the lecturer use humor.

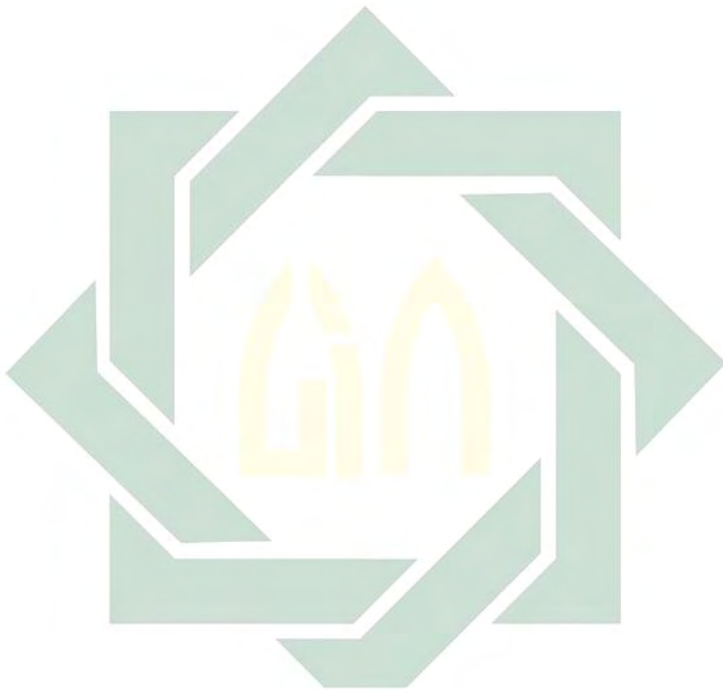
B. Suggestion

Based on the conclusion, there is a suggestion for the next researcher who conductssimilar research to this research.

1. For the next researcher

on the result of this study, the researcher suggests the next researchertakes the research subject by selecting

several classes and taking different focus in the use of humor. Besides that the researcher able to take the response of students with a broader scope not only positive and negative response but various kinds of other responses.



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