A DESCRIPTIVE ANALYSIS OF THE ROLES OF TEACHER’S HUMOR IN STUDENTS’ MOTIVATION IN LEARNING ENGLISH

A GRADUATING PAPER
Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S. Pd)

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SALATIGA
2019
DECLARATION

In the name of Allah,

Hereby, the researcher declares that this graduating paper is written by the writer herself. This paper does not contain any materials published by other people and it does not cite any other people’s ideas except those quoted overtly.

This declaration is written with the full concern of researcher.

Salatiga, February 14th 2019

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The Attentive Counselor's note
Erlina Hidayanti

Dear,
Dean of Teacher Training and
Education Faculty

Assalamu 'alaikum Wr. Wb.

After reading and correcting Erlina Hidayanti's graduating paper entitled A DESCRIPTIVE ANALYSIS OF THE ROLES OF TEACHER'S HUMOR TOWARD STUDENTS' MOTIVATION IN LEARNING ENGLISH, I have decided and would like to propose that is this paper can be accepted by the Teacher Training and Education Faculty, I hope this paper will be examined as soon as possible.

Wassalamu 'alaikum Wr. Wb.

Counselor

Hanung Triyoko, S. S., M. Hum., M. Ed.
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MOTTO

Wear gratitude like a cloak and it will feed every corner of your life

(Jalaluddin Rumi)

Make an intention, take an action

(Erlina Hidayanti)
A GRADUATING PAPER

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Written by:
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Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on Tuesday, March 12\textsuperscript{th} 2019, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

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DEDICATION

This thesis is sincerely dedicated for:

1. My beloved Allah SWT and prophet Muhammad SAW.
2. My beloved father and mother (Masrukhin and Siti Syafa’ah), thank you for the endless love and your sincerity to grow me up, educate, pray, and support for me at all until I can accomplish this graduating paper.
3. My old brothers (Johan Masrukhan and Fakhrul Hidayat) who always support me. Thanks for your help, pray, and advice.
4. My beloved teacher, Mr. Taufik Zainuddin, S. Pd. Who helps and motivate me to finish my research in MTs. Mazro’atul Ulum Suwaduk Wedarijaksa Pati.
5. All of my beloved friends in TBI 2014 who always support and accompany me until I get my degree, I hope we can meet again in our success.
6. All of IKAMARU Salatiga members who always accompany me and tell me about how to respect each other.
7. My beloved friends in KKN Kedungjati 2018 and PPL SMP N 03 Salatiga2017who give me the precious experiences.
8. My precious friends Fatma, Reigiana, Wulan, Mbak Icha, Dara, and all of kost biru members. Thanks for your advice and support, I hope all of you do not forget me.
9. All of my friends around me.
ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim

In the name of Allah, the Most Gracious and the Most Merciful, the Lord of the entire universe. Because of Him, the researcher is able to finish this graduating paper as one of the requirements for Sarjana Pendidikan (S.Pd) of English Education Department of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.

Peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness. However, this success would not be achieved without those support, guidance, advice, help, and encouragement from individual and institution. It is an appropriate moment for the researcher to extend the deepest gratitude for:

1. Dr. Rahmat Haryadi, M.Pd. as the Rector of State Institute for Islamic Studies (IAIN) of Salatiga.

2. Suwardi, M.Pd. as the Dean of Faculty of Teacher Training and Education, State Institute for Islamic Studies (IAIN) of Salatiga.

3. Noor Malihah. Ph. D. as the Head of English Education Department of Teacher Training and Education Faculty, State Institute for Islamic Studies (IAIN) of Salatiga.

4. Hanung Triyoko, S. S., M. Hum., M. Ed. as the counselor who has educated, supported, directed and given the researcher advices,
suggestions and recommendations for this graduating paper from beginning until the end. Thank for his patience and care. He really gave big contributions to this graduating paper.

5. All lecturers in English Education Department of IAIN Salatiga. Thank for your guidance, knowledge, and support.

6. All figures who could not be mentioned because of the limited room of the paper.

Eventually, this graduation paper is expected to be able to provide useful knowledge and information to the readers. The researcher is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

Salatiga, February 14th 2019

The researcher

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ABSTRACT


This research focused on the teacher’s humor. This research aims to answer the following research questions: (1) What roles of teachers’ humor towards students’ motivation in English class? (2)What kind of humor used by teacher towards students’ motivation in English class?. This research used qualitative methodology and adopted descriptive analysis. The subject of this research was the students in the eighth class of MTs. Mazro’atul Ulum Suwaduk Wedarijaksa Pati. The number of this class is 27 students, who consist of 13 male students and 14 female students. The data were collected from the questionnaires that distributed to students and interview. The result of the data analyzed show that the humors delivered by teacher interest students to pay attention, students show the enthusiasm in their focus.Humor also very important to attract students' attention, make students more discipline and prevent the students to be sleepy. Humors also refresh students’ mind and make them more cheerful because of the fun circumstance, there is intimate relation between students and teacher, then in can improve students’ motivation to learn English. The type of humor used by teacher in teaching and learning process is verbal humor. There are kinds of verbal humor used by teacher; jokes, riddle, satire, irony, and anecdote. Sometimes teacher’s humor is related with material, and sometimes it is a trigger students’ focus. From the kinds of humor, the most frequent humor used by teacher is joke. The use of humor had to balance between ice breaking or refresher humor to attract students’ attention and humor related with the material.

Keywords: Humor, Teacher’s humor, Humor in the classroom, Students’ motivation.
# TABLE OF CONTENTS

COVER
DECLARATION ........................................................................................................... i

The Attentive Counselor’s note ....................................................................................... ii

MOTTO ......................................................................................................................... iii

DEDICATION ................................................................................................................ v

ACKNOWLEDGEMENTS .......................................................................................... vi

ABSTRACT .................................................................................................................. viii

TABLE OF CONTENTS ........................................................................................... ix

LIST OF TABLE ......................................................................................................... xi

CHAPTER I INTRODUCTION .................................................................................. 1

A. Background of the Study ....................................................................................... 1
B. Problems of the Study ......................................................................................... 3
C. Objects of the Study ............................................................................................ 4
D. Limitation of the Study ....................................................................................... 4
E. Significance of the Study .................................................................................... 5
F. Definition of Key Terms ...................................................................................... 5
   1. Motivation .......................................................................................................... 5
   2. Humor ............................................................................................................... 6
G. Graduating Paper Outline .................................................................................... 6

CHAPTER II THEORETICAL FRAMEWORK ...................................................... 8

A. Definition of Humor ............................................................................................. 8
B. Function of humor ............................................................................................... 12
C. Roles of Humor .................................................................................................. 12
D. Types of Humor .................................................................................................. 13
E. Benefits of Humor .......................................................... 18
F. Negative Effect of Humor .................................................. 19
G. Humor in Classrooms ....................................................... 20
H. Definition of motivation ................................................... 24
I. Kind of motivation ........................................................... 24
J. Motivation in Foreign and Second Language Learning .......... 27
K. The Suggestion to Practice Motivation ............................... 28
L. Indicators of Motivation .................................................... 30
M. Previous Study ............................................................. 30

CHAPTER III RESEARCH METHODOLOGY ................................ 34
A. Type of the Study ........................................................... 34
B. Object of the Research ...................................................... 36
C. Source of the Data .......................................................... 37
D. Technique of the Data Collection ......................................... 39
E. Research Procedures ......................................................... 43
F. Technique of the Data Analysis ............................................ 44
G. Validity of the Data .......................................................... 49

CHAPTER IV RESEARCH FINDINGS AND DATA ANALYSIS ........ 52
A. Research Findings .......................................................... 52
   1. Finding of The Roles of Teachers’ Humor towards Students’ Motivation .......... 52
   2. Findings Kind of Humor Used by Teacher ................................ 55
B. Data Analysis ............................................................... 68
   1. The Roles of Teachers’ Humor towards Students’ Motivation ................. 68
   2. Kind of Humor Used by Teacher ......................................... 72

CHAPTER V CLOSURE .......................................................... 80
A. Conclusions ................................................................. 80
B. Suggestions ................................................................. 81

REFERENCES .......................................................................... 83
LIST OF TABLE

A. Table 3.1. coding of students’ name……………………………………38
B. Table 3.2. coding of questions…………………………………………..41
C. Table 4.1. data presentation of humor…………………………………..55
CHAPTER I

INTRODUCTION

A. Background of the Study

Education is the most important thing that must be possessed by people. The improvements of educational quality are the basic thing to establish a quality of educational institution, and it is in accordance with the educational goals. Because of these advances, a teacher must be able to teach the lessons according to his or her abilities in the field of study. In this case, the object of the researcher refers to learning English in eighth grade students of MTs. Mazro’atul Ulum Suwaduk Wedarijaksa Pati which is taught by teacher with English language.

English is an international language that had to be mastered by people, especially students. It becomes a primary requirement when learners go to abroad or develop their language. Lado (1964:11-12) said that language is intimately tied to man’s feelings and activity. So that the language teacher and the linguist, it is the central subject of the study, with the linguists are concentrating on its description and the teacher on learning and teaching. It means that without language, the process of the study would not happen. As an international language, English becomes a third language after local language and Indonesian language. Meanwhile, English becomes one of exist subject in the national examination list in both of junior high school and senior high school.
The development of students’ ability in learning English is influenced by teachers’ character. When teacher does not create a good stimulation in teaching and learning process, the intensity of students’ attention is low. Some of teachers have the behavior to give motivation or make a little humor in their classroom. The positive and happy circumstance makes a good sense for the students, both in learning process or in the out of the class. When they get a good stimulation from the environment and the students feel comfort in learning English, they will remember and keep the material in their mind. In the other side, when the teacher cannot create a good situation in the class, it can be a bored classroom, and then the students do not interested to follow the classroom. The most important point is the relation between students and teacher influences learning process.

In learning process, the teacher must have strategy to enhance students’ comprehension and motivation in learning English. Some of humors and jokes given in the middle of the learning process to make the good a circumstance to learn English. The main purpose is to get the attention from the students because they do not want to pass the humor or the joke. The humor strategy used by teacher purposed to make a funny atmosphere or make them relax. Learning Strategy or learning style is needed to make a different character of teacher. According to the Nunan (1991: 168) said that learning style refers to any individual’s preferred ways of going about learning. It is generally considered that one’s learning style will result from personality
variables, including psychological and cognitive make up, socio cultural background, and educational experience.

In the other explanation about learning strategies from Nunan (1991:168), learning strategies are the mental processes which learners employ to learn and use the target language. Nunan also concluded from Faerch and Kasper (1983 and cited in Ellis 1985) that the learning strategies relate to communication and production/reception strategies. It means that the teacher’s humor concern with the communication how to learn the target language with fun learning, then the figure of the teacher looked a smiling and funny teacher, and the interaction between teacher and students would be nice.

In eighth grade students of MTs Mazro’atul Ulum, teacher has a problem to conducts the class. Some of students feel bored when they learn English. The students need a trigger to motivate them in learning English. The communicative teaching and learning process is needed in this situation, and then students triggered to pay attention. When the teacher does not create a good circumstance, the students do not get a stimulation and motivation to learn and develop their English skills. Therefore, the researcher choose teacher’s humor as a strategy that applied in the eighth grade of MTs MAZRO’ATUL ULUM SUWADUK WEDARIJAKSA PATI in the academic Year 2018/2019.

B. Problems of the Study

Based on the background of the study above, this study particularly aimed at finding the answer of the following questions:
1. What are the roles of teachers’ humor toward students’ motivation in English class?

2. What are kinds of humor used by teacher toward students’ motivation in English class?

C. Objects of the Study

1. To identify what are the roles of teachers’ humor towards students’ motivation in English class.

2. To find out what are kinds of humor used by teacher towards students’ motivation in English class.

D. Limitation of the Study

From the discussion above, in the background of the study the researcher needs to limit the broad areas in order to focus on the discussion of the problems. As we know, there are many factors influence teaching learning process, including the strategy. Strategy used to be a tool to receive material easier in teaching and learning process. If teacher chooses and makes interesting learning, it will increase the enthusiast of students also.

From that explanation, the researcher believes that humor can help the students to be a fun learners and it can help them to comprehend the materials, memorize words, and improve the grammatical competence, and increase engagement and motivation. In this study, the researcher will focus the problem only on the students’ motivation in learning English through teachers’ humor in MTs.Mazro’atul Ulum Suwaduk Wedarijaksa Pati.
E. Significance of the Study

The researcher expects that this graduating paper would give some benefits, both theoretically and practically.

1. Theoretical Benefits
   a. To make a new knowledge in education at the teaching and learning process of foreign language, especially in learning English using teachers’ humor.
   b. Become a little of reference or contribution for next researcher with similar or different approach to improve students’ motivation.

2. Practical benefits
   a. For eighth grade students of MTs. Mazro’atul Ulum, it will be an effort to improve their motivation in learning English.
   b. For the English teachers of MTs. Mazro’atul Ulum, it will be an ample opportunity to improve the quality of teaching and learning process in the classrooms, especially using fun learning through humor.

F. Definition of Key Terms

There are definitions of keyword based on the title:

1. Motivation

   According to Harmer (1991:3) motivation is some kind of internal drive, which pushes someone to do or think in order to achievement. It means that motivation makes someone drives his or her self to get an achievement or improvement. The students get their motivation from the environment. When
the environment gives the positive stimulus, the students will get some motivation and push from the environment.

Penny (1996: 274) classified that there are two kinds of motivation that is intrinsic motivation urges to engage in the earning activity for its own sake. The second type is extrinsic motivation that is derived from external incentives.

2. Humor

Kuipers (2008) in Nancy bell (2017) said that humor is “quintessentially social phenomenon”. Nancy references the humor has a psychological dimension, how people construct particular action, utterances, and occurrences as funny or serious and it constructed within and through interaction. It means that when teacher create a humor, the circumstance of the teaching and learning process will be a fun learning.

G. Graduating Paper Outline

The researcher wants to arrange the graduating paper in order to be understood by the reader easily. It is devising into five chapters. Chapter I is introduction that consist of the background of the study, research questions, objectives of the research, significances of the study, definition of the key terms, and graduating paper outline. Chapter II is theoretical framework. It is a deal with the previous research from other researchers and the supporting theories in order to strengthen the theory of the research. Chapter III is research
methodology. It deals with research methodology, time and place of the research, research design, population and samples, technique of data collecting, and technique of data analysis. Chapter IV is research findings. It is the discussion and analysis to answer the problems of the study about the roles of teachers’ humor and the students’ motivation. Chapter V is closure. It consists of the conclusion of the research and the suggestion which researcher makes from the research findings. The last part are reference and appendix.
CHAPTER II

THEORETICAL FRAMEWORK

A. Definition of Humor

There are definitions of humor according to different authors. According to Shade (1996: 1) humor is the resulting behavior of some single factor. However, it appears more reasonable to assume that a number of causal factors exist in combination to elicit a humorous response or humorous behavior. He also tells that sense of humor is a very individualistic phenomenon. An individual's sense of humor is comprised of five elements, they are humor identification, humor appreciation, humor mirth response, humor comprehension, and humor production.

The humor identification is equated with the forms of humor. The forms of humor according to the Shade (1996) consist of four forms; figural, verbal, visual, auditory. The second point is humor appreciation. Appreciation requires comprehension of the material. Greater appreciation requires a moderate amount of cognitive challenge, while less appreciation results from humor that is either too easy or too difficult to comprehend. Children generally prefer humor that they can understand and derive considerable enjoyment from figuring out jokes. The appreciation of linguistic humor emerges and develops during the concrete operational stage (generally purported to be between the ages 7 through 12). Children at this stage of cognitive development often perceive more abstract relationships and appreciate the discrepancies between logical relationships and
events. Although children can begin to appreciate humor before this stage, appreciation is rarely language-dependent.

Comprehension is instead based on the incongruities that exist in nonlinguistic contexts (e.g., forms of visual or auditory humor such as a "pie-in-the-face" or a funny noise or sound often found in a cartoon episode). The ability to comprehend and use humor that comes from the manipulation of language (verbal humor) usually develops later. When the teacher make a funny noises or sounds and make students laugh, it means that the teacher has an ability to make a joke and it drives the learning process becomes fun learning.

The intellectual challenge presented by a joke or riddle is related to the individual's appreciation of it. However, the appreciation and production of humor depend to some degree on the level of the child's knowledge base; the development of logical, symbolic, and abstract reasoning abilities; and language development. Sometimes, the students make a response when they hear a humor or a joke. The different response of face or other body languages determine how funny the teacher. Facial mirth response is defined as the spontaneous response to humorous stimuli. It can be measured on the following Likert scale, developed by Zigler, Levine, and Gould (1966), they are negative response-grimace, no response, half-smile, full smile, and laugh. When a child is questioned about a cartoon's funniness, he or she is confronted with the challenge of figuring out just why the cartoon is funny. Confronted with this challenge, the children do the very best they can. Through this trial and error process, children continue to develop their sense of humor.
The comprehension of humor is a developmental ability strongly related to both children's cognitive and language development. Comprehension of humor is the degree of cognitive congruence that exists between the cognitive demand features of the humor stimulus and the cognitive resources of the individual. Incongruity in humor results when there is either some variance between the body of the joke and the punch line or some violation of what is expected. So, to understand the ambiguity created in a joke, the child must have some knowledge of the concepts involved and some knowledge of any interrelationships between the words presented, as well as the ability to discriminate from possible alternatives. Language is often central to the comprehension of verbal humor, and humor can only occur when the child has a firm grasp of the concepts in question.

The comprehension of any particular joke may require a variety of cognitive processes. For example, the ability to condense material, the ability to become aware of and identify incongruities, and the ability to comprehend unusual verbal representations are important processes.

The last point is about humor production. Humor production means the ability to create or produce humor. The humor produced is original. Increased humor production, comprehension, and mirth response are often associated with academics and social competence. Students who express these humor abilities are often viewed by teachers as more attentive, responsive, cooperative, and productive. Many times their peers view them as more popular, gregarious, happy, and as leaders. As you might expect, intellectual ability is moderately related to
humor because the elements mirth response, comprehension, and production are significantly related to intelligence.

Faulkner (2011) in Baleghizadeh and Goreishi (2014: 188) define that humor is a physical action or spoken statement intentionally or otherwise that causes students to react by laughing, giggling, smiling, etc. It means that everything that makes people laughing and it is a funny thing made by physical action and gesture or spoken statement defined as a humor. As cited by Kuipers (2008) in Nancy bell (2017) concerned with how people construct particular actions, utterances, and occurrences as funny or serious. That is, we begin from the premise that humor is constructed within and through interaction. Put another way, we think of humor as not residing within particular bits of language, but rather as an emergent and co-constructed dimension of communication.

Martin (2007) also said that humor is a broad term that refers to anything that people say or do that is perceived as a 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.

In the other side, the word humor is written in ‘humour’. Pham (2014:16) defines that humour is either something we humans enjoy because it is funny or amusing, with the most easily detectable indicator being laughter; or the human ability to create such things. It means that anything that caused people laughter or amusements; with the ability to induce, perceive, or enjoy fun called humor.
B. Function of humor

Martin (2007) in Bell and pomerantz (2016:28) classify the functions of humor:

2. Humor for establishing and maintaining social bonds due to the positive emotions it evokes
3. Humor for prompting social action and exerting influence over others.

Based on the explanation from Martin above, it can be assumed that humor can reduce the level of stress and make a good relation because the humor builds the social interaction and emotional relationship between speaker and listeners.

C. Roles of Humor

In the same case in educational settings, the roles of humor described by Wanzer et.al (2002) in Ali and Vijay (2013: 4) said that humor is thought to increase instructional effectiveness, create more enjoyable, and conducive learning environment, encourage students’ attention, increase student motivation, control relation to course content has been consistently delineated in research. The effective humor enhances student acquisition/ learning and relation of content. The roles of humor also provide a student with a new perspective on the material being presented and this may lead to a novel cognitive insight.

Bell (2005) in Ali and Vijay (2013: 4-5) said that the significant role of humor plays in understanding second language learning can be used to sensitize students to phonological, morphological, lexical, and syntactic differences within
a single language, or between a students’ first language and the target language. It has been suggested that learning to understand target language humor is essential for ESL/ EFL acquisition or learning. The funny games, stories, jokes, puzzles, pictures, sketches, dialogues and so on can be fruitfully used in teaching at all levels of second language learning provides additional insights into the role of humor can play in second language education.

**D. Types of Humor**

To classify the humor, researcher will explain based on different authors. There are different classifications from some redactions. Bell and Pomerantz (2016:27) Classify humor by type or form in the following terms:

<table>
<thead>
<tr>
<th>Canned jokes</th>
<th>Irony</th>
<th>Mockery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narratives or anecdotes</td>
<td>Banter</td>
<td>Double entendre</td>
</tr>
<tr>
<td>Puns</td>
<td>One-liner</td>
<td>Wordplay</td>
</tr>
<tr>
<td>Riddles</td>
<td>Self-deprecation</td>
<td>Teases</td>
</tr>
<tr>
<td>Satire</td>
<td>Hyperbole</td>
<td>Parody</td>
</tr>
</tbody>
</table>

From the table above, it means that the humor or joke are classified a wide of variety. From the same redaction, Pomerantz (2016 : 27) also assume that from A few types of humor, such as canned jokes like the one analyzed earlier, conform to a fairly rigid structure (in this case, a setup and punchline) and are thus easily identified and analyzed. In fact, it is because prescribed jokes conform so
strongly to certain generic conventions that meta-humor is possible. It can be a spontaneous humor. In contrast, a type of humor given the same, easily translatable name (e.g., “joke”) may have very different parameters that define it in different cultures. This point is of great importance to us as language educators and it is one we will return to later in our discussion.

In the other side, Shade (1996: 2) Classified the humor become four forms, there are:

<table>
<thead>
<tr>
<th>FIGURAL</th>
<th>VERBAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comic books</td>
<td>jokes</td>
</tr>
<tr>
<td>Comic strips</td>
<td>puns</td>
</tr>
<tr>
<td>Political cartoons</td>
<td>riddles</td>
</tr>
<tr>
<td>Cartoons</td>
<td>satire</td>
</tr>
<tr>
<td>Caricatures</td>
<td>parody</td>
</tr>
<tr>
<td></td>
<td>Irony</td>
</tr>
<tr>
<td></td>
<td>Wit</td>
</tr>
<tr>
<td></td>
<td>Limerick</td>
</tr>
<tr>
<td></td>
<td>Anecdote</td>
</tr>
</tbody>
</table>
From the explanation above, there are some types of humor that can be used by teacher in the classroom, such as figural humor, verbal humor, visual humor, and auditory humor. To make them clearly, the researcher will give the explanation:

a. **Figural humor:** Figural humor is commonly referred to as cartoons. Examples include cartoons, comic books, comic strips, political cartoons, and caricatures, all of which are often accompanied by captions. Cartoons can be single-panel, as in a political cartoon or a caricature, or sequenced, as in a comic strip.

b. **Verbal humor:** Verbal humor has numerous forms, including but not limited to puns, riddles, jokes, satire, limericks, parody, anecdotes, farce, irony, sarcasm, tall tales, and wit. These require an ability in the reader or listener to comprehend language-based incongruities. Example:

*Matt: How do you keep fish from smelling?*

*Jenny: Cut off their noses*
c. Visual humor: Visual humor includes slapstick, impersonations, mime or pantomime, facial gestures, pratfall, body language, and practical jokes. These are effective as one watch for some type of incongruity. Visual humor is synonymous with physical humor, for example pantomime and prank.

d. Auditory humor: Auditory humor is associated exclusively with sounds and is a relatively small category. Perhaps one of the most classic examples would be from the television sitcom hit during the 1970s "All in the Family." Although we never saw the bathroom of the Bunker household, people eagerly anticipated the "toilet flush" associated with Archie Bunker. Other examples of auditory humor are various sound effects and imitations. Hence, these auditory forms of humor are not necessarily associated with words.

Pham (2014: 25) also classifies the humor in some types. These are mainly based on one or more of the following features of humour instances: types (the forms humour takes, e.g. jokes or comments), subjects (who/which humour is directed at, e.g. the teacher himself/herself, the students, or the topic, the lesson), relevance (to the lesson or the presentation involved in the studies), and the levels of preparation (whether the humour is prepared or spontaneous).

Adapted from Bryant, Comisky, Crane & Zillmann(1980) in Pham (2014: 27-28) , there are types of humour used :

1. Joke: a relatively short prose build-up followed by a punch line. Example : when a patient said “Doctor, I have a pain in my eye whenever I drink tea.” Then the doctor answers “take a spoon out of the mug before you drink.”
2. Riddle: a message presented in the form of an information question with an answer provided in a humorous punch line. Example: “what has broken before you can use it?” the answer is an egg.

3. Pun: an instance in which structurally or phonetically similar words or phrases having two or more meanings are used in such a way as to simultaneously play on their multiple meanings. Example: “I practice my handwriting because it’s the write (right) thing to do.”

4. Funny story: an instance in which the teacher relates a series of connected events or the activities of a single incident as a tale. Example: there is a teacher who has a Chinese student and wrote in her essay that she likes eating snakes. Since the teacher knows snake is a delicacy in Chinese cuisine, the teacher asked her if that was really what she meant. She nodded her head and said “yes”. Then the teacher drew on a paper and asked her “snake”, she looked puzzled and shook her head. Finally the teacher wrote in the paper and asked her “snacks?” the student nodded her head in agreement. The teacher supposed she also pronounced both words “snack” and “snake in the same way.

5. Humorous comment: a brief statement containing a humorous element. Example when someone said “thank you very much for thinking about me, bye!” it means that the speaker get angry because the listener is meddlesome.

6. Visual humour, example pictures, cartoons, comic strips, etc. containing humorous messages.
7. Physical humour: exaggerated or distorted tone or pronunciation, facial expressions, gestures, impersonation, etc. aiming at being amusing.

8. Others: the remaining humorous items.

To make the classification or types of humor easily to answer the research questions, the researcher will take the theory from Shade (1996) which is classified the humor become four types; figural humor, verbal humor, visual humor, and auditory humor.

E. Benefits of Humor

In the teaching and learning process, sometimes the teacher is not aware toward students’ psychology or the comfortable of students when they are learning. Whereas the students interesting in learning English possibly influenced by the sense of humor. Jeder (2014:829) assumes that the sense of humor is appreciated as one of the essential qualities of the teacher – he/she transmits it to the student (by calling to humor), trust, comfort, relaxation, benevolence but a positive view on life.

Powell and Anderen (1985) in Nasiri and Mafakheri(2015:27) claims that humor is a valuable teaching tool with many benefits for teachers, as it could enhance learning by promoting comprehension and retention of information. Humor could also create a positive classroom environment and would indirectly help to trigger students’ enthusiasm and interest. This is turn would increase
students’ involvement in class discussion and could also compensate for the general weakness of lectures retaining students’ attention.

In the same case, the benefits of humor for teacher said by Korobkin (1988) in Nasiri and Mafakheri (2015:27) an informal and light-hearted relationship with the students can make a lecture an uplifting, rewarding, and relaxing experience for teachers. Although a common concern reported about using humor as a teaching method is the teachers’ fear of losing respect and authority in classroom.

The explanation about the benefits of humor tells that it brings the positive impact for both teacher and students. The sense of humor brings the good relation between students and teacher, as well as the opinion from Kosiczky & Mullen (2013) in Bell and Pomerantz (2017: 135) contend further observed in classes that humor helped teachers building a positive relationship with students. Some teachers shared the humorous stories related to behavior; they told those stories to improve the behavior of students in an indirect way. The teachers connected humorous stories to the target content which helped students remember the content. All teachers were of the opinion that humor could be beneficial for teaching students from different cultures. Moreover, this could improve students’ grades when they find studies interesting, and humor could work in this case.

F. Negative Effect of Humor

Although the humor gives the positive impact for the teaching and learning process, the humor that is inappropriate will create the negative impact.
Sometimes, when the teacher misunderstands the humor, it can hurt the students. The election of humor and how to bring it in the class determines the responses of the students, whether they will be motivated or it can hit the students and cause them offended.

Coscarelli (2011) in Bell and Pomerantz (2017:131) quoted “Jokes I’ve made in the past, light-hearted, were misinterpreted,” he [Sirmon] admitted. But Sirmon blames the misunderstandings on his sarcasm, typical of Brits and South Africans. It means that when the teacher does not use the humor wisely, it can be a bored and sarcastic person. It tells that the election of humor is important to keep the students’ feeling.

The humor also can be a violence tools when the teacher creates it without using the attitude, because it can be funny thing or not be funny. As Bullough (2012) in Bell and Pomerantz (2017:135) observed dark humor may serve as a necessary social corrective, particularly when it draws attention to troubling or unjust situations. Bell and Pomerantz (2017:134) also contend that in some cases when humor has caused offense, an apology may be all that is necessary to restore the social order. In others, harsher sanctions must be levied. So that the teacher must choose the humor to does not hurt the students or reduce the confidentiality of the students.

G. Humor in Classrooms

The use of humor in the classroom gives some impacts for children and students. The research found by Nayyar and Zeeshan (2017: 140) the addition of
humor from teacher’s side motivated them; and when their addition of humor being a teacher motivated their students. The participants’ views and the observations of their classrooms suggest that the addition of humor could motivate the students in many ways. For instance, it could improve their confidence level, improve learning process, assist in memorization, lessen anxiety, improve attendance, improve participation, develop interest, create relaxed environment, instill energy, and establish teacher-student bonding (Deiter, 2000; Kosiczky & Mullen, 2013; Senior, 2001).

Lovorn and Holaway (2015:28-29) did the research about humor in the classrooms, and they concluded the results in some aspects:

1. Classroom effectiveness (Management): Overall, participants in the study agreed that humour could be an effective classroom management tool when used properly. In particular, participants indicated that humour was often used to capture students’ attention or encourage students to be in class. However, participants also indicated that the use of humour needs to be carefully monitored, as students frequently have not developed the social skills to understand when humour is not appropriate. In particular, participants stated that teachers must have the ability to “rein students in” when it was time to “get serious and focused”. Humour was to be utilised in a limited manner as deemed appropriate by the teacher.

2. Classroom effectiveness (Teaching): Participants indicated that they needed to become more aware of potentially humorous situations in their classroom so
that they can take advantage of these situations and improve student learning. In addition, participants stated that teachers should make the conscious decision to include humour in the classroom and allow time for students to express themselves through humour. The participants believed that presenting learning as fun would ensure that students become life-long learners.

3. Classroom effectiveness (Interaction) : While most participants agreed that humour in the classroom could be a positive influence, they also stated that humour must be used cautiously. Participants believed that teachers were responsible for ensuring that humour among students was not destructive or hurtful. It means that the carefulness of humor influence.

Savage et.al (2017: 341) also contends that humor is documented to build relationships and enhance performance. Specifically, humor improves student performance by attracting and sustaining attention, reducing anxiety, enhancing participation, and increasing motivation. To achieve these benefits, it is important to use humor that is relevant to the course content and not disparaging toward others. Then the students feel comfort when they learn because there is no anxiety and they do not under pressure.

One of the study from MPhil Scholars’ in Quetta, Balochistan, Pakistan by Nayyar & Zeeshan (2017) conclude that MPhil scholars’ views being a student and a teacher regarding the use of humor in the English language classroom. The participants were exclusively asked to share their experiences when being a student, the addition of humor from teacher’s side motivated them; and when their
addition of humor being a teacher motivated their students. The result of this research tells that the humor improve students and teacher relationship. The relation between students and teacher and how much they interact and make a communication influence the students’ psychology.

As a cited by Hayati et.al (2011) in Baleghizadeh and Ghoreishi (2014: 188), A number of studies have examined the impact of humor on improving the four language skills. In one of these studies, two groups of twenty students who were studying humorous and non-humorous texts during their reading sessions in the EFL context of Iran were compared. The experimental group with humorous materials showed a significant improvement in both recall and reading comprehension tests. It means that the achievements of the students improved by humorous material given by teacher in learning process. The ability of teacher when he/she crate of humor attract the students’ attention in English class.

Abad (2017 :10) said that teachers’ sense of humor is really good for manifestation of creativity. Some of the people think that class room means a vapid and tiresome place that students just study like a machine without having any feelings, but honestly having sense of humor can make the class warm and interesting. In addition, when a new student comes to a class if in the first meeting and teacher make him laugh from how the teacher produce humor and apply it, It means that the teacher drives the class in warm and interest classroom.
II. Definition of motivation

Reeve (2009) in Wlodkowski and Ginsberg (2017: 2) defines that motivation is the natural human process for giving behaviour its energy and direction. It means that someone who wants to achieve the goal has to do as much as possible. The motivation is needed to drive person to the aims. The action and the hard work can be an example how person achieve the goal. They push by themselves to progress with all of their trade and reach the goal that appropriate with the expectation.

William and Burden (2006:111) assume that the word ‘motivation’ in only meaningful in relation to a particular action. More than that, the concept of motivation is composed of many different and overlapping factors such as interest, curiosity, or a desire to achieve. The behavior that we do suggests us to motivate ourselves even though we are conscious or unconscious. People have to change what will they be and differ quite markedly in their need to achieve or to be successful. They also construed the motivation as a four frameworks:

1. A state of cognitive and emotional arousal,
2. Which leads to a conscious decision to act, and
3. Which gives rise to a period of sustained intellectual and/ or physical effort,
4. In order to attain a previously set goal (or goals).

I. Kind of motivation

Penny (1996: 274) classified that there are two kinds of motivation:
1. Intrinsic motivation: It urges to engage in the earning activity for its own sake. The urge comes from the own sake, if someone do not have the intention and stimulus to do it, they do not have a motivation. William and Burden (2006:123) contend that the motivation is likely to be extrinsic when the only reason for performing an act is to gain something outside the activity itself, such as passing an exam, or obtaining financial rewards. It can be illustrated by considering different actions that we perform in our day-to-day lives, such as going to work, reading a newspaper, driving within a speed limit, listening to music or studying.

2. Extrinsic motivation: motivation that is derived from external incentives. All of our work is motivated by intrinsic an extrinsic motivation who comes to our self. The mixture of both intrinsic and extrinsic motivation has been influential in studies of motivation, and has been used in various attempts to explain differences in motivation between different learners.
Susan Harter (1981) in William and Burden (2006:123-124) views the dimension of intrinsic and extrinsic motivation in opposites below:

<table>
<thead>
<tr>
<th>INTRINSIC</th>
<th>EXTRINSIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preference for challenge</td>
<td>Preference for easy work</td>
</tr>
<tr>
<td>Curiosity/ interest</td>
<td>Pleasing teacher/ getting grades</td>
</tr>
<tr>
<td>Independent mastery</td>
<td>Dependence on teacher in figuring out problems</td>
</tr>
<tr>
<td>Independent judgment</td>
<td>Reliance on teacher’s judgement about what to do</td>
</tr>
<tr>
<td>Internal criteria for success</td>
<td>External criteria for success</td>
</tr>
</tbody>
</table>

In the same way, Csikszentmihlyi and Naamura (1989) in William and Burden (2006:127) contend that someone or people are involved in any activity in a manner which could be described as highly motivated or aroused, the following conditions are likely to apply:

a) All of their minds and bodies are completely involved;
b) their concentration is very deep;
c) they know what they want to do;
d) they know how well they are doing;
e) they are not worried about failing;

f) time passes very quickly;

g) they lose the ordinary sense of self-conscious gnawing worry that characterizes much of daily life.

In the same way, the model of motivation in simple terms may be seen as more concerned with initiating motivation while the last stage involves sustaining motivation. This concept can draw in this way:

Reason for deciding to sustaining the
Doing something do something effort, or persisting

It means that the reasons for do something will affect the persistence, the very act of sustaining effort can give rise to further reasons for action.

**J. Motivation in Foreign and Second Language Learning**

In Indonesia, English becomes foreign language to learn. But the circumstance and the concept to be the international people leads Indonesian to learn English. In the explanation above, researcher explains about intrinsic and extrinsic motivation that bring someone need to learn. Motivation as a referring to a combination of effort and desire used to achieve the goal of language learning and the favorable attitudes towards learning of the language.

Then the components of foreign language learning motivation is described by Dornyei (1994) in William and Burden (2006:118) in language level, learner level, and learning situation level to be a course-specific
motivational components, teacher- specific motivational components, and group- specific motivational components.

K. The Suggestion to Practice Motivation

As a teacher, sometimes he/ she have to motivate and push the students into their goal. The practices of motivating students must be possessed by teacher are:

1. Recognize the complexity of motivation: if one approach does not appear to be successful then another might produce different results. The important of recognize the motivation is far more complex than simply providing interesting language learning activities or making learning fun.

2. Be aware of both initiating and sustaining motivation: to initiate and be aware with students, the teacher must turn someone and drive it to act the activity to make them interest to begin the goal of learning.

3. Discuss with learners why they are carrying out activities: this would include discussing why they are learning the language and how each task helps them towards this goal.

4. Involve learners in making decisions related to learning the language: this could include decision about what activities to perform, how to go about them and how much effort to expend.
5. Involve learners in setting language learning goals: this is a crucial element in motivation to help individuals to develop internal feelings of control and to move towards autonomy.

6. Recognize people as individuals; individuals need to learn in ways that are personal and significant to them.

7. Build up individuals’ beliefs in themselves: it can enhance their self-image as language learners, and their beliefs in their own effectiveness at learning a language.

8. Develop internal beliefs: it causes of one’s own actions as well as in control of the outcomes of one’s actions.

9. Help to move towards mastery oriented style: it can feel in control of their actions, and aim to find ways to improve their performance and to succeed an activity.

10. Enhance intrinsic motivation: it helps learners see value in carrying out activities for their own sake rather than only doing things for external reasons.

11. Build up a supportive and fosters the will to learn, and where individuals are encouraged to express themselves and develop their full potential and individuality creates powerful motivating condition.

12. Give feedback that is informational: in this way learners know why they did or did not do well, and what they can do to improve. The teacher must be
aware of the dangers of an over reliance on praise, and of the negative effects of punishments and reprimands.

L. Indicators of Motivation

Uno (2011: 23) said that the learning motivation indicators can be classified as follow:

1. There is a desire and want of success
2. There is encouragement and need in learning
3. Future expectation or aspiration
4. There is an interest in learning activities
5. There is a conductive learning environment

In the other hand, Pramudjono (2015:21) said that there are four indicators of motivation; responsibility, hard-working, striving attitude to develop themselves, and independence in performing duties. Both of theories are important for the standard of students’ motivation.

M. Previous Study

The previous study conducted previously by some researchers. The first research is written by Ali and Vijay (2014) entitled The Role of Verbal Humor in Second Language Education. This study contains an explanation about the role of effective communication in second language use has received increasing attention from second language acquisition (SLA) scholars. The effective communication based on the research refers to the humor in educational contexts. Ali and Vijay (2014) stated that the use of humorous language in an L2 learning environment
provides a wide range of opportunities for acquiring/learning both relating to L2 form and meaning and understanding form-meaning connections, particularly the non-literal meaning of utterances as well as the cultural nuances inherent in most humorous exchanges. The use of humor such as word plays, funny examples, puns, jokes, riddles, etc. has some effect or roles, the highlights the linguistic and cultural information in the target language and provides opportunities for the learners to have access to new aspects of L2. The roles of verbal humor also increase students’ development of linguistic and cultural knowledge in learning English. The similarity of this research with researcher’s graduating paper is both of them talked about roles of humor in educational context, especially in English class. The difference is the researcher focus on the roles of humor toward students’ motivation, and Ali and vijay (2014) talk about cultural understanding and aspects of L2 (e.g. semantic, syntactic, phonological and pragmatic information).

The second previous study was written by Andriyani (2016) explained about teacher’s humor use in EFL classroom. This study was focused in the teacher’s humor or kinds of humor that are used by teacher, describe the most frequent teacher’s humor that occurred in teaching the fourth semester students of International Class Program in IAIN Salatiga. This research also analyzed the positive outcomes of teacher’s humor. The result of this research showed that there were two kinds of humor used in classroom; appropriate and inappropriate. While inappropriate were irony and ethnic humor. Secondly most frequent humor used by teacher in a classroom was irony. Third, this teacher’s humor gives
positive outcomes to learning process for students. It makes the relation between teachers and students be more tied. The difference of this study with the researcher’s study is the theory of kind of humor. She told the appropriate and inappropriate humor, while in researcher’s study give some addition in the kind of humor. The other difference of both studies is in the object of study, while researcher conducts students’ motivation in eighth grade students of MTs. Mazro’atul ulum.

The third previous study from Suryasa et al. (2017) conducted the research entitled An Analysis of Students’ Motivation toward English Learning as Second Language among Students in Pritchard English Academy (PEACE). This research is focus on the investigating the students’ motivation in English learning as a second language. The main findings show that the students are relative “highly” motivated and found to be slightly more “instrumentally” motivated to learn English. This reveals that instrumental motivation is a significant factor among this group of students learning English. The similarity of the research is talks about students’ motivation in learning English. The difference with researcher’s graduating paper is my graduating paper concern on the teacher’s humor as strategy.
CHAPTER III

RESEARCH METHODOLOGY

This chapter is conducted to apply the method of study. Research methodology used to apply and explain an appropriate method of study. The method of the data consist of type of the study, object and time of the study, source of the data, technique of collecting data, technique of the data analysis, and validity of the data.

A. Type of the Study

This research used qualitative methodology and adopted descriptive analysis. According to the Silverman (193: 20) qualitative research is often treated as a relatively minor methodology to be used, if it all, at early or exploratory stages of a study. The qualitative study of this research used to describe and analyze the students’ motivation in learning English in classrooms where the teacher applies humor.

In the other opinion from Flick (2013:5) qualitative data analysis is the classification and interpretation of linguistic (or visual) material to make statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it. It can be concluded that all of the data from the result of data collection represent with structural data, and most of the results of data refers to the statement.

Bryman (1998) in Silverman (1993: 24) also categories the qualitative research in six criteria:
1. Seeing through the eyes of subjective perspective,
2. Describing the mundane detail of everyday settings,
3. Understanding actions and meanings in their social context,
4. Emphasizing time and process,
5. Favoring open and relatively unstructured research designs, and
6. Avoiding concept and theories at an early stage.

The process and perspective of the subject is used in this research. The result of the research described based on the fact in the location of the study. The process of teaching and learning process described completely and also explore the concept or phenomenon.

According to Maxwell (2008: 221) there are five particular intellectual goals for qualitative research:

1. Understanding the meaning
2. Understanding the particular context within which the participants act and the influence the context has on the action
3. Identifying unanticipated phenomena and influences and generating new, grounded theories about the latter
4. Understanding the processes by which events and actions take place
5. Developing causal explanation.
From the five points above, the researcher needs to understand about the physical events and the behavior of the students, how the students understand about their act. The process of outcomes and collecting data and how the research takes place is important. The interpretation and the explanation of the data also needed.

B. Object of the Research

The object of the research is students’ motivation in eighth grade MTs Mazro’atul Ulum Suwaduk Wedarijaksa Pati and teacher’s humor. In this class, English becomes a hard lesson and they get a less motivation to learn English. Even though English becomes a foreign language, but it becomes one of the lessons tested in final examination. The researcher also concerns with the roles of teachers’ humor in classroom.

The object of study consist of two objects, there are students in eighth grade of MTs. Mazro’atul Ulum and the English teacher. The number of this class is 28 students, who consist of 14 male students and 14 female students. In the eighth grade students of Mts. Mazro’atul Ulum, there is a teacher.
C. Source of the Data

This research is conducted to the primary data and secondary data as a source of the data. According to Hox and Boeije (2005:593) primary data is an original data collected for a specific research goal. The original data in this research collected from the first source of the data that is the eighth grade students of MTs Mazro’atul Ulum through the observation, interview, questionnaire, and documentation. The researcher also makes interview with the English teacher as the source of data. On the sampling of questionnaire, researcher selected people or sites that can best help herself understand the central phenomenon as a sampling. The researcher gets the data from the population in the eighth grade class and an English teacher. The researcher selects purposive sampling technique, also called judgment sampling. Etikan et al (2015:2) said that in the purposive sampling technique, it is the deliberate choice of a participant due to the qualities the participant possesses. It is a nonrandom technique that does not need underlying theories or a set number of participants. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience.

In addition to knowledge and experience, and note the importance of availability and willingness to participate, and the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner. The eighth class of MTs. Mazro’atul Ulum consists of 28 students, and there were 4 students do not attend the class, and then researcher gives questionnaire
into 24 students as respondents. The list of respondents showed in the table below:

Table 3.1. Coding of students’ name

<table>
<thead>
<tr>
<th>NO.</th>
<th>STUDENTS</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student 1</td>
<td>S.1</td>
</tr>
<tr>
<td>2.</td>
<td>Student 2</td>
<td>S.2</td>
</tr>
<tr>
<td>3.</td>
<td>Student 3</td>
<td>S.3</td>
</tr>
<tr>
<td>4.</td>
<td>Student 4</td>
<td>S.4</td>
</tr>
<tr>
<td>5.</td>
<td>Student 5</td>
<td>S.5</td>
</tr>
<tr>
<td>6.</td>
<td>Student 6</td>
<td>S.6</td>
</tr>
<tr>
<td>7.</td>
<td>Student 7</td>
<td>S.7</td>
</tr>
<tr>
<td>8.</td>
<td>Student 8</td>
<td>S.8</td>
</tr>
<tr>
<td>9.</td>
<td>Student 9</td>
<td>S.9</td>
</tr>
<tr>
<td>10.</td>
<td>Student 10</td>
<td>S.10</td>
</tr>
<tr>
<td>11.</td>
<td>Student 11</td>
<td>S.11</td>
</tr>
<tr>
<td>12.</td>
<td>Student 12</td>
<td>S.12</td>
</tr>
<tr>
<td>13.</td>
<td>Student 13</td>
<td>S.13</td>
</tr>
<tr>
<td>14.</td>
<td>Student 14</td>
<td>S.14</td>
</tr>
<tr>
<td>15.</td>
<td>Student 15</td>
<td>S.15</td>
</tr>
<tr>
<td>16.</td>
<td>Student 16</td>
<td>S.16</td>
</tr>
<tr>
<td>17.</td>
<td>Student 17</td>
<td>S.17</td>
</tr>
<tr>
<td>18.</td>
<td>Student 18</td>
<td>S.18</td>
</tr>
</tbody>
</table>
Johnston (2014: 619) defines that secondary data analysis was an analysis of data was collected by someone else for another primary purposes. The secondary data will complete the primary data of this research. The researcher used books, journals, internets, and other references, that can help the writer to complete the data of the research as a secondary data.

D. Technique of the Data Collection

The main data of the qualitative research are in the form of opinions, obstacles, preferences, and expectations of the participants. The following data collections are:

1. Observation

According to Kothari (2004: 17) observation is a method implies the collection of information by way of investigator’s own observation, without interviewing the respondents.

The observation took place in eighth grade of MTs Mazro’atul Ulum by researcher and conducted by English teacher there. The
researcher becomes non participant observer. Creswell (2012:214-215) said that A nonparticipant observer is an observer who visits a site and records notes without becoming involved in the activities of the participants. The general process of observation in the eight class are:

b. Select a site to be observed that can help you best understand the central phenomenon.

c. Ease into the site slowly by looking around; getting a general sense of the site; and taking limited notes, at least initially.

d. At the site, identify who or what to observe, when to observe, and how long to observe.

e. Determine, initially, your role as an observer.

f. Conduct multiple observations over time to obtain the best understanding of the site and the individuals.

g. Design some means for recording notes during an observation.

All of the activity in the class recorded by researcher, and researcher takes field notes. Creswell (2012: 216) said that field notes are text (words) recorded by the researcher during an observation in a qualitative study. Researcher recorded the process of teaching and learning in video.
2. Questionnaire

Questionnaire is when the researcher and the respondents do come in contact with each other if this method of survey is adopted. Questionnaires are mailed to the respondents with a request to return after completed.

The questionnaire was intended to the students of eighth grade in MTs Mazro’atul Ulum. It contains some questions related with the indicator of students’ motivation in learning English (see chapter 2, page 30) and the roles of teacher’s humor (see chapter 2 page 12). The researcher use open-ended questionnaire contains 8 questions.

Here are the questions that researcher intended to the students:

**Table 3.2 coding of questions**

<table>
<thead>
<tr>
<th>NO</th>
<th>QUESTIONS</th>
<th>CODE</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Did the teacher deliver the material clearly before create humor?</td>
<td>Q.1</td>
<td>Course content and material</td>
</tr>
</tbody>
</table>
| 2. | Did the teacher’s attitude influence your interest in learning English? | Q.2 | • Enjoyable environment and encourage students’ attention  
• striving attitude |
| 3. | Did the relax and fun circumstance class influence your motivation in learning English? | Q.3 | Interest of learning activity |
| 4. | Did the teacher’s humor related to the English material? | Q.4 | Course content and material |
5. Did humor increase your interest in learning English? Q.5 Interest of learning activity

6. Did humor make the English learning more conducive? Q.6 Conductive learning environment

7. Did the teacher’s humor develop your English skills? Q.7 Understanding of target

8. Did you still have an enthusiasm to follow learning process when your teacher did not create humor? Q.8
   • An encouragement and need in learning.
   • interest in learning activities

3. Interview

Interview is when the investigator follows a rigid procedure and seeks answers to a set of pre-conceived questions through personal interviews. The researcher do depth interview with some informants. First interview would be completed by researcher with the headmaster as an opening to know about application of teaching learning, especially English learning.

The second interview takes place in that school with English teacher in eighth grade of MTs Mazro’atul Ulum Suwaduk Wedarijaksa Pati to know about the implementation of English teaching and learning. The interview conducts a semistructured interview; audiotape the interview and transcribe it.
4. Documentation

The researcher become non-participant in the eighth grade of MTs Mazro’atul Ulum to know English teaching and learning process, when the teacher start to teach with some humor to improve students’ motivation, The researcher record the teaching learning process in a video. The pictures also taken when students do learning process and how they response their teacher, and how they interest the humor. Researcher also take notes during teaching and learning process.

E. Research Procedures

This research undertaken in according with the following procedures:

1. Pre Research
   a. The researcher asked permission from the faculty toward the research in the MTs.Mazro’atul Ulum Suwaduk Wedarijaksa Pati. The permission extended to the headmaster of MTs Mazro’atul Ulum. Then the researcher asked for the Administrator of MTs.Mazro’atul Ulum about procedures of research in that school.
   b. The writer asked permission in MTs.Mazro’atulUlum to do a research by bringing a letter of permission from the teacher training and education faculty of IAIN Salatiga and asked the schedule of the English lesson.
2. Implementation

a. The researcher received permission from MTs. Mazro’atul Ulum and met the English teacher for eighth grade students of MTs. Mazro’atul Ulum to describe about the research in that school. The researcher also brings the proposal of graduating paper and explains about the process of the data collection in the eighth grade students of MTs. Mazro’atul Ulum to the English teacher.

b. The researcher observed the school especially in eighth grade. The process of the teaching and learning was recorded in a video and taken in a picture. The researcher also took a note during the process of learning.

c. The researcher asked the students to be respondents and gave the questionnaire to the students.

d. The researcher interviewed the students based on the results of questionnaire and the teacher recommendation.

e. The researcher interviewed the English teacher to know concern the students’ motivation in learning English in classrooms where teacher applies humor.

f. Classifying the role of humor that teacher used.

g. Coding the data.

h. Analyzing what kind of teacher’s humor that used in classroom, and the benefits of teachers’ humor toward students’ motivation in eighth
grade students of English class in MTs Mazro’atul Ulum Suwaduk Wedarijaksa Pati.

i. Concluding the data.

F. Technique of the Data Analysis

The researcher conducted the analysis of data based on the Kothari C.R theory. Kothari (2004:122) said that the processing of data operations are:

1. Editing

   Editing of data is a process of examining the collected raw data (especially in surveys) to detect errors and omissions and to correct these when possible. As a matter of fact, editing involves a careful scrutiny of the completed questionnaires and/ or schedules. Editing is done to assure that the data are accurate, consistent with other facts gathered, uniformly entered, as completed as possible and have been well arranged to facilitate coding and tabulation.

   In this research, researcher collected the data through a questionnaire after finished the observation. The questionnaire as a raw data consists of thirteen questions about humor in the classrooms. The data of the questionnaire also completed with a note from researcher. The result of the questionnaire who fulfilled by students in eight class used to a raw data then it processed and described to the result of the data.
2. Coding

After editing the data, researcher makes a coding. It refers to the process of assigning numerals or other symbols to answers so that responses can be put into a limited number of categories or classes. Such classes should be appropriate to the research problem consideration. Here is the coding of the gained data:

<table>
<thead>
<tr>
<th>Category</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figural humor</td>
<td>A</td>
</tr>
<tr>
<td>Comic books</td>
<td>A1</td>
</tr>
<tr>
<td>Comic strips</td>
<td>A2</td>
</tr>
<tr>
<td>Political cartoon</td>
<td>A3</td>
</tr>
<tr>
<td>Cartoons</td>
<td>A4</td>
</tr>
<tr>
<td>Caricatures</td>
<td>A5</td>
</tr>
<tr>
<td>Verbal humor</td>
<td>B</td>
</tr>
<tr>
<td>Jokes</td>
<td>B1</td>
</tr>
<tr>
<td>Puns</td>
<td>B2</td>
</tr>
<tr>
<td>Riddles</td>
<td>B3</td>
</tr>
<tr>
<td>Satire</td>
<td>B4</td>
</tr>
<tr>
<td>Parody</td>
<td>B5</td>
</tr>
<tr>
<td>Irony</td>
<td>B6</td>
</tr>
<tr>
<td>Wit</td>
<td>B7</td>
</tr>
<tr>
<td>Limerick</td>
<td>B8</td>
</tr>
<tr>
<td>Anecdote</td>
<td>B9</td>
</tr>
<tr>
<td>Visual humor</td>
<td>C</td>
</tr>
<tr>
<td>Impressions</td>
<td>C1</td>
</tr>
<tr>
<td>Impersonation</td>
<td>C2</td>
</tr>
<tr>
<td>Mime</td>
<td>C3</td>
</tr>
<tr>
<td>Pantomime</td>
<td>C4</td>
</tr>
<tr>
<td>Practical jokes</td>
<td>C5</td>
</tr>
</tbody>
</table>
Pratfalls : C6
Slapstick : C7
Sight gags : C8
Auditory humor : D
Impressions : D1
Impersonations : D2
Noises : D3
Sounds : D4
Teacher : T
Students : S
First meeting : M1
Second meeting : M2

3. Classification

This process is conduct to arranging data in groups or classes on the basis of common characteristics. The classification can be a classification according to attribute. This classification is chosen by researcher because the researcher takes a descriptive study. In this classification, the presence or absence in an individual item can be noticed. The data obtained this way on the bass of certain attributes are known as statistic of attributes and their classification is said to be classification according to attributes. The classifications of humor based on the coding above are:

Figural humor : A
Verbal humor : B
Visual humor : C
4. Tabulation

It is a process of summarizing raw data and displaying the same in compact form for further analysis. In a boarder sense, tabulation is an orderly arrangement of data in columns and rows.

G. Validity of the Data

Hammersley (1990 and 1992a) quoted by Silverman (1993: 155) has suggested that qualitative researchs can address issues of validity by adobting what he calls a subtle form of realism. It consists of three elements below:

1. Validity is identified with confidence in our knowledge but not certainty.
2. Reality is assumed to be independent of the claims that researchers make about it.
3. Reality is always viewed through particular perspective; hence our accounts represent reality they do not reproduce it.

In the other explanation from Gibbs (2007) in Cresswell (2014), Qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures, while qualitative reliability indicates that the researcher’s approach is consistent across different researchers and different projects.
In this research, researcher use triangulation to know the validity of the data. According to Cresswell (2014) Triangulation is different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes. If themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study.

To know the validity of the data, the data that researcher present have to concern with phenomenon in the field. The data collected by researcher towards student’s motivation through teacher’s humor. Then the researcher present the data based on the reality in MTs Mazro’atul Ulum to convince the result of the research is valid. The data also compared with the previous research to know the reliability of the data. The data ensured reliable when the consistence of the data is same with another research.

After doing the research, the result of data found compared with the previous study. In the previous study, the roles of verbal humor increase students’ development of linguistic and cultural knowledge in learning English. Teacher’s humor also creates effective communication in second language use. In the same way, teacher’s humor makes the participants' anxiety level was reduced, and a positive mood was enhanced, so that positive thoughts, rather than negative thoughts, were more likely to be available to help with the cognitive work associated with confronting stress. In the motivational context, the previous study shows that the students are relative “highly” motivated and found to be slightly more “instrumentally” motivated to learn English. All of
the data from previous study related with the research findings. The teacher’s humor brings the roles toward students’ motivation, there are the enthusiasm in the students’ focus, attract students’ attention, refresh students’ mind, and there is intimate relation and communication between students and teacher.

The validity of the research proved by the evidence based on response processes where the types of tests or instruments to which validity evidence applied was from the tests that assess cognitive processes, rate behaviors, and require observations and the type of evidence sought was evidence of the fit between the construct and how individuals taking the test actually performed. The evidence of the data came from interviews with individuals taking tests to report what they experienced/were thinking and interviews or other data with observers to determine if they are all responding to the same stimulus in the same way. In this case, researcher proved by the interview with the teacher.
CHAPTER IV

RESEARCH FINDINGS AND DATA ANALYSIS

In this chapter, researcher will present the data collected. The results of the data presentation and data analysis used to answer problem of the study about the roles of teachers’ humor towards students’ motivation in English class and kinds of humor used by teacher towards students’ motivation in English class.

A. Research Findings

1. Finding of The Roles of Teachers’ Humor towards Students’ Motivation

After finishing the research, researcher found the roles of teacher’s humor towards students’ motivation through the analysis of the data. In the collecting data process, researcher collected students’ responses about teacher’s humor through questionnaire and interviewed English teacher.

The humor delivered by teacher interested students to pay attention. The response towards teacher’s humor was great, because they need to pay their attention in learning English comfortably. To found the data about teacher’s humor, researcher distributed questionnaire consist of 8 questions. From the part of question above, it was explained that when teacher used humor in the class, students showed the enthusiasm in their focus.

Based on the research, researcher found and analyzed the data of questionnaire that aimed to know students’ opinion about teacher’s humor,
and it found that 17 students felt that their attention depend on the intensity of the teacher’s humor, and 6 students were not. It was explained by S-16 who said that “the humor will make an intimate relation between teacher and students”. It was also supported by the S-15’s opinion who said that “when teacher does not create humor I feel bored”.

The first question was about the delivering of material by the teacher. 22 students said that the delivering of material was clear. “The teacher repeats the material when we do not understand and he makes a review before we move to the next unit.”(S.9). the teacher used some strategies to make students understood in learning English. “He ask the students to memorize the words, read the text, and write some paragraph with fun learning”(S.10).

In the second question, researcher asked about teacher’s attitude influenced students’ interest in learning English. 15 students answered that the teacher was a funny person, and 8 students said that there was not influence between teacher’s attitude and students’ interest. a student said that “the teacher is fun and unique.”(S.4), and another student said that “I am not interested with the teacher; the material influences my interest in learning English.”(S.23).

The third question talked about the relax and fun circumstance class influence your motivation in learning English. 21 students felt that the relax circumstance made them comfort in learning English. In the other side, 2 students felt that the class sometimes was noisy. One of the 21 students said that “A fun circumstance makes me relax and I feel comfort when I am
learning English.”(S.15). Another student said that “sometimes the class circumstance will be noisy.”(S.17).

The fourth question was about the relation between teacher’s humor and English material. From the question above, 10 students answered that teacher’s humor related with English material, and 13 students said that the humor just an ice breaker when students felt bored. One of the 10 students said that “the humor is purposed to make us happy in learning English.”(S.12). In the same way, a student assumed that “Teacher will create humor when his students do not understand in the learning process.”(S.14). In the other side, a student said that “It just be an ice breaker to refresh my mind.” (S.10).

In the fifth question, researcher talked about students’ interest when teacher create humor in learning English. From the question above, 18 students felt that they were interested when teacher created humor and 5 students were not. A student stated that “the teacher makes me laugh and it is so funny.”(S.6). In the other side, a student stated that “Sometimes it disturbs the learning process.”(S.13).

In the sixth question, researcher talked about the conducive of the class where teacher applies humor. From that question, 16 students said that the class still conducive where teacher applies humor and 7 students felt that the class was noisy caused humor. A student said that “the class still conducive even though teacher applies humor, because he conducted the class so well. He will ask students to pay attention after laugh” (S.8).
In the seventh question, researcher asked about the development of students’ English skills after teacher applies humor. 12 students said that the English skills were raised up. The data showed that 11 of them said that their English skills were not enhanced. A student stated “when teacher applies humor, I get my good mood. Then I feel enthusiasm to study. “(S.13)

The eighth question on the questionnaire indicated students’ enthusiasm in the learning even when teacher did not create humor, although the questionnaire shows that most students were not interested in learning English when there was no humor in the learning process. 12 students gave their opinion that English was not interesting lesson without humor. The humor was purposed to entertain students in learning process and made them more comfortable in learning English. A student gave the opinion that “English was not interesting lesson without humor.” (S-20).

2. Findings Kind of Humor Used by Teacher

From the teaching and learning process, researcher found the kind of humor used by teacher. The humor classified based on the Shade’s theory and explained in the second chapter that consists of four humors, they are figural humor, verbal humor, physical humor, and auditory humor. The researcher presented the result of research in the table below to show what humor used by teacher:
Table 4.1. data presentation

<table>
<thead>
<tr>
<th>NO</th>
<th>TYPES OF HUMOR</th>
<th>KIND OF HUMOR</th>
<th>CODE</th>
<th>TEACHER’S HUMOR</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Figural (A)</td>
<td>Comic Books</td>
<td>-</td>
<td>-</td>
<td>No data found</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(A1) Comic Strips</td>
<td>-</td>
<td>-</td>
<td>No data found</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(A2) Political cartoon</td>
<td>-</td>
<td>-</td>
<td>No data found</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(A3) Cartoons</td>
<td>-</td>
<td>-</td>
<td>No data found</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(A4) Caricatures</td>
<td>-</td>
<td>-</td>
<td>No data found</td>
</tr>
<tr>
<td>2.</td>
<td>Verbal (B)</td>
<td>Jokes (B1)</td>
<td><strong>B1.1</strong></td>
<td>“all of you make an agreement to do not bring the books.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>(M1)</strong></td>
<td>The moment when some students did not bring note book, task book, worksheet, and vocabulary.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>B1.2</strong></td>
<td>“If you know that one of your friend have a break wind, just keep silent, and pretend to do not hear it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>B1.3</strong></td>
<td>“please make a sentence from I, I mean I as a pronoun, not an alphabet letter”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(M1) When S.6 misunderstood and wrote ‘I am the ninth letter of the alphabet’,</td>
<td></td>
</tr>
</tbody>
</table>
B1.4  T: “The last contestant is khafidz. Ladies and gentleman please welcome khafidz…”

S.24 : “I feel shy right now, sir”

T: “Usually you make yourself be shy.”

B1.5  “As usual, you teacher corrected the answer become I am the first daughter in my family. (M2) when teacher called student to come forward (M2) when
pretend to be ignorant person. I suggest that the secretary of this class make a poster and put in the wall contains *do not make a gossip with your friend*. Then all of you get a punishment when you talk to your friends about something bad.”


S.7: “If you teacher delivered material and S.16 talked with her friend (M2) When teacher talked about present continuous tense and made a sentence about
separate it, they
will miss each
other”

T: “That is a good
point. If you read
meat and ball does
not in a word,
same with meet
means beremuin
bahasa, because
the pronunciation
almost same. It
has different
meaning.”

T: “I think the
most difficult
question is
‘anyQuestions’
from teacher.”

(M2) the
moment when
teacher asked
to his students
to give the
questions.
<table>
<thead>
<tr>
<th>Puns</th>
<th>-</th>
<th>-</th>
<th>No data found</th>
</tr>
</thead>
<tbody>
<tr>
<td>Riddles</td>
<td><strong>B1.8</strong></td>
<td>“I assume that all of you do not need an assignment in deep of your hearth. But you say that you feel sad when I say that there is no assignment to make me happy.”</td>
<td>(M2) when teacher asked the students about assignment, most of the students pretended to be sad</td>
</tr>
<tr>
<td></td>
<td><strong>B1.9</strong></td>
<td>“I think whey means <em>tepuin</em> bahasa.”</td>
<td>(M1) when S.24 pronounced <em>we</em> as <em>whey.</em></td>
</tr>
<tr>
<td></td>
<td><strong>B3.1</strong></td>
<td>(M2) T: “by the”</td>
<td>When teacher</td>
</tr>
</tbody>
</table>
(B3) way, I have a question. Do you know the reason of the hair of Tio’s mother is turning grey?”
S: “that is a fate, sir.”
T: “because her child has a bad action. One of bad action will turn one of her hair grey.”
S.24: “it means that my mother is a naughty girl in the past, because my grandmother has grey hairs.”
talked about color
<table>
<thead>
<tr>
<th></th>
<th>Satire (B4)</th>
<th>B4.1</th>
<th>B4.2</th>
<th>B4.3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“A clever student does not need a book. He will write a book.” When teacher controlled students did not bring notebook, task book, worksheet, and vocabulary (M1) when teacher gave the explanation about learning contract and there was a student played a pen and did not pay attention.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“I think play with a pen is funnier than pay attention to the teacher. I say to the student in other class, because in this class all of the students give not pay attention to me.”</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|   | “There is a student who turns of her head to the (M1) when teacher asked students to
outside. She is imagining about something delicious in her head.”

**B4.4**  
“I think the daft of minus will be completed by someone.”

(M1) when student made noisy in the class.

**B4.5**  
“I Think almost all of the punishment had been completed by khafidz.”

(M2) when S.24 did not bring vocabulary

**B4. 6**  
“Mumun does not pay attention to me. Can you give me an example read vocabulary and antonym and there was a student turn of her head to the outside

(M2) When a student does not pay attention.
<table>
<thead>
<tr>
<th></th>
<th>Parody</th>
<th>Irony</th>
<th>Wit</th>
<th>Limerick</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(B5)</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>(B6)</strong></td>
<td>B6.1</td>
<td></td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**Parody (B5)**

No data found

**Irony (B6)**

T: “How much brother that you have?”
S.19 “one, sir.”
T: “you can ask to your parents to have one more.”

When teacher explained about sentences

**Wit (B7)**

No data found

**Limerick (B8)**

No data found

about conversation in the class who disturb the lesson?”
<p>| Anecdote (B9) | <strong>B9.1</strong> | “Guys, have you ever hear a story about Javanese utterance like “ojorumongsobiso, tapi kudu bisorumongso”. It means that you do not allowed to feel number one, but you have to feel you need learn more and more. Then which one that appropriate with Khafidz? over confident?.” | (M2) when S.24 did not bring vocabulary |</p>
<table>
<thead>
<tr>
<th>3. Visual/physical (C)</th>
<th>Impressions (C1)</th>
<th>-</th>
<th>-</th>
<th>No data found</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impersonation (C2)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>No data found</td>
</tr>
<tr>
<td>Mime (C3)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>No data found</td>
</tr>
<tr>
<td>Pantomime (C4)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>No data found</td>
</tr>
<tr>
<td>Practical Jokes (C5)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>No data found</td>
</tr>
<tr>
<td>Pratfalls (C6)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>No data found</td>
</tr>
<tr>
<td>Slapstick (C7)</td>
<td>-</td>
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<td>-</td>
<td>No data found</td>
</tr>
<tr>
<td>Sight Gags (C8)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>No data found</td>
</tr>
</tbody>
</table>
B. Data Analysis

1. The Roles of Teachers’ Humor towards Students’ Motivation

   The circumstances of the class depend on the delivering material by teacher. Some of students got difficulties in learning English, when teacher suggested that English lesson was not difficult by some methods or strategies, students did not feel hard in learning English. Here is the part of question:

   “Is English interesting subject for students?”

   “English is a subject that becomes the main subject in the national examination, the children feel heavy and it becomes a scourge. They worried if they could not get a satisfied score. It means that in general the students think English is not easy. And actually I agree that it's difficult. But it depends on the teacher, how the teacher manages the class. They feel happy with English lessons because there are various methods and strategy of deliver the material that might be more attractive, more interesting, and maybe
the children did not feel suppressed especially they suppressed to follow the lesson”.

(Q.1, 02.1)

Some of problems faced by teacher in the classrooms also influenced teaching and learning process. To create conducive classrooms, teacher had to control students with a trigger. The part of question refers to the state:

“How did you create a pleasant classroom atmosphere for students?”

”To make the class conducive, the children must be given a trigger to get their focus and make them give attention to the teacher. First, I usually greet them at the beginning, while I call attendance and asking for news, remembering the material yesterday with a little joke or humor. Maybe if there are some students who is not paying attention or still sleepy or maybe the uniform is not neat. But the way to remind them is ‘bashful’ in front of their friends with the form of jokes and satire that should make them embarrassed to make mistakes. Their friends will automatically pay attention to the student who makes a trouble. Well, small jokes usually make the class atmosphere refreshed children who lack discipline and also focus.”

(Q.5, 07:23)

When teacher created fun and happy circumstance with humor, it also drove students to be focus. In interview season, here was a part of interview showed about students’ progress when teacher creates humor:

“How does the students interested when the teacher makes humor? Is there a change in the intensity of students’ attention?”
“When I explain the material in the front of the class then I make a little joke and they showed a progress on the both the development of the middle student and the clever students. When I give jokes, students who don't focus are focused”.

(Q.7, 11.24)

It showed that the intensity of students’ attention depend on the teacher’s humor in learning process.

The roles of humor in students’ motivation in learning English also showed in the opinion of teacher below:

“Does the student’s attention depend on how often the teacher makes humor? So that when the teacher does not create humor means the student's attention will go down?”

“Humor is very important to attract students' attention. That is the first point. Then the way to deliver of English material with many formulas or rules by teacher that need to be remembered, humor is very important to be a keyword can be remembered well”.

(Q.9, 13.40)

He also supposed that the motivation of students in learning English supported by teacher’s humor. The mood and students’ motivation do not exist because the material delivered by teacher is boring, then it has big effect. It is not work if teacher do not use humor. It showed that humor increased students’ motivation in learning English.

The interview also explained that humor saved students from the difficulties of understanding the lesson. If they were given humor,
then they would be refreshed again. They were enthusiastic emotionally, they were also refreshed physically. Both satire and jokes built their mental or motivational words can be funny. Then the response from them was to be more enthusiastic on average. How teacher made the class to be fun with a humor, and it worked. The learning spirit of students was almost 90 percent caused by humor, because humor made them excited and motivated to learn English.

In the other hand, there were negative effects in the use of humor. Some of students just focus on the humor and they had intemperate laughing, it proved by teacher's interview:

“Is there a difference in response between high-grade students with middle grade students when they given humor, sir?”

“Usually students who have high grade realize that humor is only limited to refreshing so that learning are not monotonous. But it is different from the middle ability students. Usually they respond humor incessantly. It is not the response the joke related to the material, but to the show the emotional response. So they shouted or laughed, clapped, and hit the table. Well for the handling, they must be managed or controlled first to get their focus, because it is difficult to stop. If they stop to noisy, the material will continue. It is useless if the teacher gives material but the students are still noisy”.

(Q.18, 29.0)

From that negative effect, teacher had to control the class to keep the circumstance became conducive. There were the conclusions of the data above:

a. Students showed the enthusiasm in their focus
b. Humors were very important to attract students’ attention, to make students more discipline and prevented them to be sleepy.

c. Humors refreshed students’ mind and made them more cheerful because of the fun circumstance.

d. There was intimate relation students and teacher, then it improved students’ motivation to learn English.

2. **Kind of Humor Used by Teacher**

In teaching and learning process, teacher created some humors. The humors were suited with the students’ needed. After collecting data process, researcher analyzed humor used by teacher in M1 and M2. Based on the research findings above, most of the students’ opinion in interview and questionnaire about teacher humor stated that teacher used verbal humor, and kind of humors used by teacher were jokes, riddle, satire, irony, and anecdote. There were humor related with material and humor did not related with material.

There were some moments when teacher used verbal humor as a type of humor in teaching and learning process:

a. Jokes

1) The moment when some students did not bring note book, task book, worksheet, and vocabulary. The teacher said “all of you make an agreement to do not bring the books”. then the teacher asked them to stand up. He also wrote the name of students who
did not bring notebook, task book, worksheet, and vocabulary in whiteboard. This moment made undisciplined students felt embarrassed. When students got a mental punishment from their friends, they did not repeat their fault.

2) In the middle of lesson, there was a student broke wind and his friend said loudly “Sir, someone break his wind!”’, then the teacher said “If you know that one of your friend have a break wind, just keep silent and pretend to do not hear it”, all of the students laughed and continued the lesson. The teacher kept a student broke wind from bullying.

3) When the teacher asked S.6 to make a sentence “please make a sentence starts from I”, then S.6 wrote I am the ninth letter of the alphabet, the teacher instructed to write I as a pronoun, not an alphabet letter. Then the student corrected the sentence becomes I am a first daughter in my family. there was a misunderstanding between teacher and S.6.

4) This moment took place in M2 when teacher called a student to come forward. The student often made a trouble or noisy, then teacher called him like a contestant in the show.

T : “The last contestant is khafidz. Ladies and gentleman please welcome khafidz...”

S : “I feel shy right now, sir”

T : “Usually you make yourself be shy.”
All of the students laughed and undisciplined student stopped to make noisy.

5) This moment was happened in M2 when teacher delivered the material about past tense and S.16 talked with her friend. Then the teacher said “As usual, you pretend to be ignorant person. I suggest that the secretary of this class make a poster and put in the wall contains do not make a gossip with your friend. Then all of you get a punishment when you talk to your friends about something bad.” Then S.16 stopped her activity to talk with her friend.

6) This moment was took place in M2 when teacher talked about present continuous tense and made a sentence about meatball. Most of students spell it incorrectly.


S : “If you separate it, they will miss each other”

T : “That is a good point. If you read meat and ball does not in a word, same with meet means bertemu in bahasa, because the pronunciation almost same. It has different meaning.

7) This moment was took place in M2 when teacher asked to students to gave the question.
T : “I think the most difficult question is ‘any questions’ from teacher.”

All of the students laugh and teacher closed the meeting.

8) This moment was took place in second meeting when teacher asked the students about the assignment, most of the students pretend to be sad when there was no assignment to them.

T : “I assume that all of you do not need an assignment in deep of your hearth. But you say that you feel sad when I say that there is no assignment to make me happy.”

All of the students laughed and teacher did not give them assignment.

9) This moment was took place in M1 when S.24 pronounced we as whey, then teacher said“I think whey means tepung in bahasa.”

Then he corrected the correct pronunciation.

b. Riddle

There was a humor indicated as a riddle in second meeting. This humor created by teacher when teacher talked about color. He made a riddle and asked students to answer it.

T : “by the way, I have a question. Do you know the reason of the hair of Tio’s mother is turning grey?”

S.4 : “that is a fate, sir.”
T: “because her child has a bad action. One of bad action will turn one of her hair grey.”

S.4: “it means that my mother is a naughty girl in the past, because my grandmother has grey hairs.”

All of the students laughed and teacher gave the motivation to do not be a bad child and suggested them to did not make a trouble or hurt their mother.

c. Satire

Here were moment’s teacher created humor in teaching and learning process named satire. This kind of humor used to give a bashful feeling to the students, and then they felt ashamed to be undisciplined students.

1) The first moments was took place when teacher controlled students did not bring notebook, task book, worksheet, and vocabulary. There were a lot of students became undisciplined. Then teacher said “A clever student does not need a book. He will write a book”. This moment made students did not bring the book became ashamed and they did not repeat their fault again.

2) The second moment was took place in M1 when teacher gave the explanation about learning contract and there was a student played a pen and did not pay attention. Then the teacher said “I think play with a pen is funnier than pay attention to the teacher. I say to the
student in other class, because in this class all of the students give attention to me.” The teacher asked for attention through satire humor to make student ashamed and kept their attention.

3) This moment was happened when teacher asked students to reread the vocabulary and the antonym, but there was a student who turn her head to the outside, and teacher said “There is a student who turns of her head to the outside. She is imagining about something delicious in her head.” Then the student stopped to look outside and paid her attention.

4) This moment was took place in M1 when a student made a noisy and teacher said”I think the daft of minus will be completed by someone”, then the noisy student stop to disturb his friend.

5) This moment was took place in M2 when S.24 did not bring vocabulary, S.24 was a student who made troubles in the class over and over. T said that “I think almost all of the punishment had been completed by khafidz”, then teacher motivate students to realize the fault.

6) It was took place when S.16 did not pay attention. Then teacher said “Mumun does not pay attention to me. Can you give me an example about conversation in the class who disturb the lesson?”, then she asked by teacher to give an example about present continuous tense.

7)
d. Irony

There was a moment teacher used irony in the classroom. This humor used in first meeting when teacher explained about sentences. This humor was a spontaneous humor to regret students’ mood in learning English. Teacher said to S.19

T : “How much brother that you have?”

S.19 : “one, sir.”

T : “you can ask to your parents to have one more.”

e. Anecdote

This moment took place in second meeting when S.24 did not bring vocabulary, and T asked what punishment that he wanted, then S.24 asked to omitted the punishment, then teacher gave them motivation “Guys, have you ever hear a story about Javanese utterance like ‘ajo rumongso biso, tapi kudu biso rumongso’? It means that you do not allowed to feel number one, but you have to feel you need learn more and more. Then which one that appropriate with Khafidz? over confident?”. All of the students laughed and S.24 asked to mention fifteen adjective vocabularies.

The frequency of humor used in the class was a joke. Mostly humor used by teacher had to regret students’ focus and it had to balance between a refresher or ice breaking humor and the humor related to the material. In the interview
season, teacher said “the most effective humor in my opinion is the balance between jokes that attract attention where it is used to give a fresh and interesting effect, usually while checking completeness or greeting students. Then the second humor is related to the certain units”.
CHAPTER V

CLOSURE

A. Conclusions

From the result of the data in research findings and discussion in the previous chapter, researcher draws conclusions as follow:

1. The humors delivered by the teacher attract students to pay attention. The response towards teacher’s humor is great, because they need to pay their attention in learning English comfortably. From the questionnaire and interview, it can be explained that there are roles of teacher’s humor toward students’ motivation in learning English. First, when teacher creates humors in the class, students show the enthusiasm in their focus. Second, humors are very important to attract students' attention, to make students more discipline and to prevent the students to be sleepy. Third, humors also refresh students’ mind and make them more cheerful because of the fun circumstance. Fourth, there is intimate relation between students and teacher, then in can improve students’ motivation to learn English.

2. The type of humor used by teacher in teaching and learning process is verbal humor. There are kinds of verbal humor used by teacher; jokes, riddle, satire, irony, and anecdote.
Sometimes teacher’s humor is related with material, and sometimes it is a trigger students’ focus. From the kinds of humor, the most frequent humor used by teacher is joke. The use of humor had to balance between ice breaking or refresher humor to attract students’ attention and humor related with the material.

B. Suggestions

The researcher would like to give some suggestions as follows:

1. For students

   Teacher’s humor gives positive and negative effect in learning process. In the positive effect, students get motivation to learn English because it can creates fun circumstance, it also become a tool to prevent sleepy and less of awareness to pay attention. In the other hand, after humor created by teacher, students have to keep the focus.

2. For teacher

   In the use of humor in classrooms, teacher had to control students’ need, because it can be positive outcomes to improve students’ motivation, and it can be negative outcomes when the responses of students are intemperately. Teacher had to keep the circumstance of the class is fun and still conducive.
3. For researchers

For the next researchers, the researchers can investigate more than this research has achieved. They can find the more deepen research about teacher’s humor.
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APPENDICES
Appendix 1. The Result of Interview with Teacher

Code : 
R : Researcher
I : Informant

R : “Due to my graduating paper, I want to have an interview. So this interview addressed to the English language teacher with Mr. Taufiq zainuddin. Um ... here are some questions for Mr. Taufiq Zainuddin, maybe about eighteen to nineteen questions about learning English in the eighth grade of MTs Mazroatul Ulum.”

I : ”yes, please.”

R : (Q.1)” I will start from the question. According to you, does the English subject included in the lesson that is quite interested to students?"

I : "First, in general English is a subject that becomes the main subject in the national examination, the children feel heavy and it becomes a scourge. They worried if they could not get a satisfied score. It means that in general the students think English is not easy. And actually I agree that it's difficult. But it depends on the teacher, how the teacher manages the class. In MTs Mazro'atul Ulum, it seems that most of the children have two responses. The first response, they feel happy with English lessons because there are various methods and strategy
of deliver the material that might be more attractive, more interesting, and maybe the children did not feel suppressed especially they suppressed to follow the lesson. The second point is receiving the material. In general, if they asked whether English is considered difficult lesson or not, it is indeed difficult lesson. But it is the obligation of the teacher to encourage students to be able to learn English better.

R : Does the English language become a scourge for students because it is included in the subjects tested at the National Examination, sir?

I : “yes, it does. They have an opinion that English lesson is a difficult subject.”

R : (Q.2)” I have a second question, sir. Do students find some difficulties to learn English as a foreign language? Then where do they feel difficulties?”

I : “emmm ... if the difficulty in learning English as a foreign language generally have some varies. Some of them have difficulties to understand vocabulary. Every student is different. Because basically the vocabulary have some differences characteristic from what we use every day. In general they get experiences about the difficulties in understanding or making sentence structures. In Indonesian we use the subject at the beginning. For example, a sentence *Tono makan* in bahasa. Whereas in English is the opposite, the subject is written in
the end of sentence. For example: beautiful girl. Well, they have a little difficulty to understand the structure. But it might be overcome by review and practice. The more often you practice and get used to structure the sentence, the easier it is to understand it.

R : (Q.3) how much is the student's intensity in paying attention to the lesson, sir?

I : for the intensity of the eighth grade students they are actually quite interested in learning English. But indeed most of them lack of motivation and confidence, so when they get or have some difficulties in doing assignment, they feel downhearted. So for their own interests, the intensity is average because of the equal capability between students who are interested in learning English and students who don't interested. Usually their problems are at attention. So if they are noisy or crowded, their friends automatically feel disturbed, thus breaking their concentration.

R : (Q.4) Does the circumstance of classroom affect student’s motivation in learning?

I : the circumstance in class conditions greatly affects mood and learning motivation. Not only from the side of the teacher, but also from the side of the students. If the class is conducive, the teacher automatically does not make a shouting and applies various methods to attract students' attention because the atmosphere is quiet and
conducive. You cannot imagine when the class is noisy, rowdy, and crowded, it makes what the teacher explained automatically could not reach the students.

R : (Q.5) how did you create a pleasant classroom atmosphere for students?

I : In general, to make the class conducive, the children must be given a trigger to get their focus and make them give attention to the teacher. First, I usually greet them at the beginning, while I call attendance and asking for news, remembering the material yesterday with a little joke or humor. Maybe if there are some children who are not paying attention or are still sleepy or maybe the uniform is not neat. But the way to remind them is ‘bashful’ in front of their friends with the form of jokes and satire that should make them embarrassed to make mistakes. Their friends will automatically pay attention to the student who makes a trouble. Well, small jokes usually make the class atmosphere refreshed children who lack discipline and also focus.

R : (Q.6) If they feel embarrassed, is it can be used as a motivation, sir?

I : yes it is, because if the students are told or scolded by teacher it will pass quickly. But if they given an example through an undisciplined student, the student automatically will be forced to pay attention and his classmates also give their attention.
R: (Q.7) does the student interested when the teacher makes humor? Is there a change in the intensity of students’ attention?

I: So far, especially for the eighth grade when I do activities related to humor, maybe jokes or when I explain the material in the front of the class then I make a little joke and they showed a progress on the both the development of the middle student and the clever students. When I give jokes, students who don't focus are focused.

R: (Q.8) It means that it depends on the control and classroom management from the teacher, is it true, sir?

I: Yes, it is true.

R: (Q.9) Does the student's attention depend on how often the teacher makes humor? So that when the teacher does not create humor means the student's attention will go down?

I: To get student's attention not merely a matter of jokes or humor. But in general it is indeed a teacher when controlling the class in two ways. The first is a strict or disciplined way, or in other word is rigid. The second way of teacher is cheerful and pleasant way. Well, humor is very important to attract students’ attention. That is the first point. Then the way to deliver of English material with many formulas or rules by teacher that need to be remembered, humor is very important to be a keyword can be remembered well. I suppose that when I create jokes about their daily lives or something that happens with them or
their friends they will pay attention. So learning English lessons by using examples of their daily lives is very important because it is embedded in their memories.

R: **(Q.10)** What humor do you usually use in class?

I: There are kinds of humor that I use in the classroom. Sometimes I make humor about their daily lives, jokes, funny stories, or most of them are satire when they commit a violation. Usually I just say it spontaneously. So it is not planned. Sometimes I also give riddle to refresh their minds. For example, when I made a joke about a student who did not bring a book, or a student who did not pay attention, I felt that he felt embarrassed and did not repeat his mistakes again.

R: **(Q.11)** Do you also convey humor related to material or just become ice breaking?

I: So far the most effective humor in my opinion is the balance between jokes that attract attention where it is used to give a fresh and interesting effect, usually while checking completeness or greeting students. Then the second humor is related to the certain units. For example when we discuss pronunciation related to the daily life. Usually there are slips or sentence twisters like that, or make the fun material by discussing things that attract attention. For example how to pronounce love. Usually the pronunciation is not correct. They spell with pronunciation ‘laugh’. How could love be laughed at? Then the
other example is ‘I’ as a pronoun with an alphabet letter I. There are humors are included in the material, but the discussion is light and pleasant.

R : (Q.12) Does it mean that some students or some students remain enthusiastic even without humor, sir?

I : Yes, it does. It is usually true that humor in some students will make them still pay attention. But it applies to students who have high grades in the class, whereas some students who have middle grades need special handling. So if there is no humor, it does not work. In addition, the mood and student motivation do not exist because the material delivered by teacher is boring, then it has big effect. It is not work if teacher do not use humor.

R : (Q.13) Does the purpose of humor mean to explain the material, sir?

I : The point remains fixed on the material. Why did I say it as a refresher? Because when teacher starts the lesson and students do not focus on the material, the material delivered will not be affected. So to get their focus first I use humor that is not related to material, after that I deliver new humor relates to material.

R : (Q.14) Are there differences in attention when students receive humor and students do not receive humor in the lesson?
I: of course. In fact, there are large and significant effects in the eighth grade students when I create humor. Because students learn at school not just one subject. Especially if English lesson occurs at noon, the students are automatically in a state of weakness and sleepiness. So humor saved them from the difficulties of understanding the lesson. If they are given humor, then they will be refreshed again. They are enthusiastic emotionally, they are also refreshed physically.

R: (Q.15) Is humor effective enough to increase student motivation, sir?

I: if all this time with the humor that I made, it will lead to the spirit of learning, because sometimes I give motivation there. Both the satire that builds their mental or motivational words can be funny. Well, the response from them is to be more enthusiastic on average. How can a teacher make the class fun with a humor, and it works.

R: (Q.16) Are there other strategies that you use to improve learning besides humor?

I: yes, there are. It likes an agreement, but indeed the main thing is humor. The learning spirit of students is almost 90 percent caused by humor, because humor made them excited and motivated to learn English. In the other side, the agreement is just a kind of stimulus to be forced to follow the rules of their self. For example there is an agreement about memorizing vocabulary. If a student does not face
the teacher to memorize vocabulary today, it means he has to memorize it twice at the next meeting, because each meeting will have a new vocabulary. So if they violate themselves, they will get a risk.

R: (Q.17) What obstacles did you face during teaching with humor?

I: Because of human resources have different abilities, there are some obstacles. When a student had received the lesson or material in the previous class, while the other students had not. Automatically I must repeat again slowly without making the students who get the material in the previous class disappointed. The facilities and infrastructure used in the teaching and learning process are also minimal, like a projector. If you want to use the projector, you need to install it first, but it spends the time. So I never use humor in the form of pictures like comic strips, quotes or videos. Then there are more important obstacles, the excessive response. So students who have excessive responses will disturb their friends or break their friends' concentration.

R: (Q.18) is there a difference in response between high-grade students with middle grade students when they given humor, sir?

I: yes there is. Usually students who have high grade realize that humor is only limited to refreshing so that learning are not monotonous. But it is different from the middle ability students. Usually they respond humor incessantly. It is not the response the joke related to the
material, but to the show the emotional response. So they shouted or laughed, clapped, and hit the table. Well for the handling, they must be managed or controlled first to get their focus, because it is difficult to stop. If they stop to noisy, the material will continue. It is useless if the teacher gives material but the students are still noisy.
Appendix 2. The process of teaching and learning in meeting 1

[10.30] (teacher enters the class)

[10.35] (teacher prepares and conducts the class)

[10.40] (teacher leads students to pray and check for attendance)

[10.48-10.58]

T: “Please prepare your notebook, task book, worksheet, and dictionary. Are there someone do not bring the books? Showing your book. Siapa yang gak bawa buku?“

(Teacher writes students do not bring the books on the blackboard)

T: ”someone who have not bring the book, please stand up. Ayo berdiri yang nggak bawa buku.”

(students do not bring notebook are Ragil and Laila. There is not student does not bring worksheet. students do not bring taskbook are Fiki and Humam. Students do not bring the dictionary are Suet, Ragil, Khafidz, Barok, Angga, Rio, Anggi, Humam, Fiki, Dava, Tio, Ifa, Nanda, Lingkan, Wiwik)

T: ”kalian semayanan gak bawa buku apa gimana sih?”

S: ”janjian sir, setia kawan. Sudah, duduk kembali”

[10.58]

T: ”Now, open your vocabularies. How much words you have?”

S.6: ”40, sir”

T: ”Oke sekarang baca sama-sama. Don’t forget to give the number. If you do inot bring it, please join with your friend”

(students read the vocabularies)

[11.01]

T: ”anak-anak, saya akan buat aturan ya disini. Jadi semacam learning contract. I have a word ‘minus’. Saya akan bikin kotak. Kalian yang namanya ada di kotak minus berarti nilai kalian dikurangi ya..if you do not pay attention, your mark will be
decreased. Nilainya dikurangi 2. For example kalian punya nilai 62, dikurangi 2 jadi 60. Jadi kalau kalian bikin kesalahan atau rame, ya terpaksa mr. taufik kurangi nilainya. Missal khafidz punya nilai 99, dia rame atau bikin ulah sepuluh kali. Yasudah jadinya ya 79. If you do not pay attention, you will get minus”

T :”kayaknya kok ada yang mainan bolpoin, baru ya. please read your vocabs. Ah, ketone ora ono sing koyo ngono. I say to the student in other class, because in this class all of the students give attention to me.”

[11.05]

(students read the vocabs)

T :”now, close the meaning. 3,2,1… ndiluk! Baca dengan intonation.”

(the words read by students are adjective)

[11.08]

T :”during tenanan, pelan-pelan. Jangan buru-buru. Tutup semuanya. 3,2,1...ndiluk!”

(students reread the vocabulary and the antonym)

T :”oke, give applause. Ada yang noleh-noleh. Walaupun begitu, you are good. Apabila ada yang rame setelah ini, akan saya tambah 80 vocabnya, sampe kumisnya rontok. Bukan anak sini kok, anak sana. After that, you will given some vocabularies, today we will learn about sentence. “

T :”berepa bersaudara kamu?”
S.19 :”one, sir.”
T :”you can ask to your parents to have one more.”
T :”please help me khafidz, ambil spidol. Apa bahasa Inggris dari spidol?”
S :”Marker.”
T :”tulisannya?”
S :”M- A-R-K-E-R”
T :”kalau untuk papan tulis, you can add ‘board’, ‘board marker’. Apakah ada spidol bukan untuk papan tulis? “
S :”No.....”
"ada... like this."

(all of students laugh)

T: "oke. Lets begin. Kalau bikin kalimat harus ada subjectnya. What is subject? Subject means someone who do or did verb. How much the subject that you kow?"

S: "seven, sir"

T: "biasanya disebut pronoun. Coba sebutkan."

S: "I, you, we, they, he, she, it."

T: "khafidz, please write down on thw blackboard!"

(S.24 Writes the subject on the blackboard)

T: "oke, give applause."

S.5: "sir, ada yang salah sir."

T: "if I did not wrong, 'whey' menas tepung in bahasa."

(all of the students laugh)

T: "please tell me the meaning."

(S.24 explains the meaning)

T: "it means itu. Misal chicken, duck, car, dan lain-lain. Pokoknya kata ganti benda mati, hewan, or tumbuhan. Oke khafidz, sit down, please."

(S.24 back to his chair. A student move from his car)

T: "syafiq ngapain diditu.. pindah!"

(S.3 is back to his chair)

T: "oke, lanjut. Sekarang to be. Sebutkan to be!"

S: "MAS, sir..."

T: "singkatannya?"

S: "am, are, is"

T: "Khafidz, don’t be noisy! fiki, please come forward!"

S.1: "bukan saya, sir yang rame."

T: "Choose one of your friends"

S: "cieeee....."

T: "Mumun, please choose 1 adjective"

S.16: "clever, sir."

T: "oke, mumun choose clever. "

(S.1 write down)

T: "clever artinya apa?"

S.1: "pandai"

S.24: "salah, sir!"

T: "Terus yang benar apa?"

S.24: "pandai."
"sama aja."

"beda sir.. beda ulisan.haha"

"Sir.. ada yang kentut."

"if you know that one of your friend have a breake wind, just keep silent and pretend to do not hear it"

(all of students laugh. S.1 Write Imam Pandai)

"now, write the english. All of you please do the same thing."

(S.1 writes Imam is clever)

"good. This is the form. Please write down on your notebook. I will give you a form."

(teacher gives the form Subject + tobe+ adjective)

"now, the title is nominal sentence."

(teacher writes S+ to be + [Adj+N+Adv])

"for example. Pisau itu tajam. Why the knife is?"

(a student makes noisy, the teacher touches the student’s ear. Then he writes the knife is sharp)

"who have the question?. Khafidz, do you have a question?"

"Sir, ada adzan."

"oke. Sambil nunggu adzan, make an example through your vocabs!"

"Ya, sir.."

"if, please come forward. Please make a sentence from pronoun I"

"I is...."

"no.. I itu gak pake am. Tapi pake is, I itu pake am."

" I is the ninth letter of the alphabet."

(all of students laugh)

"kalau I yang itu jadi apa? Artinya apa coba?"

"huruf i kok, sir. “

"tadi mister nyuruhnya apa?"

"pronoun I sir.”

"artinya?"

"saya, sir."

"then.. what do you think?"

"I sir. As a ninth letter”

" I mean I as a pronoun. Not an alphabet letter.”

"oke, ulangi lagi.”

"I am a first daughter ni family."

"that’s good. Silahkan duduk.”

"Sir, sholat dhuhur, sir.”
T : "oke, before we close our meeting, apa yang kalian pelajari hari ini?"
S : "to be sir."
T : "ada berapa to be?"
S : "MAS, am, are, is.
T : "excellent. Jangan lupa for the net meeting, bawa buku vocabs kalian, kamus, buku catatan, dan buku tugas."
S.9 : "Tugas kok terus, sir."
T : "if you do not finish you assignment, I’ll give you a punishment. Hukumannya setoran ocab 50 kata."
S : "yahhhhh...."
T : "get it?"
S : "yes, sir."
T : "oke, before we close our meeting, let’s pray. Begin."
(students pray)
T : "wassalamu’alaikum warahatullahi wabarakatuh"
Appendix 3. the second transcript of second meeting (Sunday, 07.30)
[07.30] teacher enters the class
T  "assalamu'alaikum warahmatullahi wabarakatuh"
S  "waaliakum salam warahmatullahi wabarakatuh"
[07.31] teacher conducts the class and lead to pray.
T  "before we start our lesso, let’s pray, begin”
(teacher and students recite alfatiyah and the pray)
[07.35]
(teacher instructs students to show their books. all of students bring notebook, task book, and worksheet. 3 students do not bring vocabulary)
T  "they are again and again.. mereka lagi...tersangka kejahatan tidak bawa vocab. I think almost all of the punishment had been completed by hafidz”
S.24  "no, sir"
T  "then do you wanna try to request another punishment? Guru mana yang menghukum muridnya dengan request, kaya lagu nikahan.”
S.24  "Request hilangin punishment nya, sir.”
(all of students laugh)
T  "guys, have you ever hear a story about javanese utterance like ‘ojo rumongso bisa, tapi kudu bisa rumongso”? it menas that you do not allowed to feel number one. But you have to feel you need learn more and more. Then which one that appropriate with khafidz? Over confident?”
S  "iya sir, over confident. Kepedean”
[07.50]
T  "sebagai punishment nya, kalian berdiri bertiga, sebutkan 15 kata adjective. Masing masing anak 15, jadi tio 15, ragil 15, dan khafidz 15.”
S.18  "Beautiful, sweet, big, long, short, small, weak, strong, kind, ugly, good, bad, tall, dark, bright. Udah a sir.”
T  "good, sekarang tio.”
S.4  "sudah disebutkan semua kok sir.”
T  "no. Kata kerja ki masih banyak. Selain punya ragil.”
S.4  "wide, narrow, blue, red, purple, white, green, black, pink..”
S.6  "Hahahah.. blackpink girl band itu lho sir.”
S.4  "hiii... ora yo..”
S.6  "iyo... “
T  "udah, lanjut.”
S.4: "smooth, sad, happy, udah sir. Udah 15 kok."
T: "good, tapi besok jangan color ya. Ngentek-ngenteki akal."
S.4: "nggih, sir"
T: "the last contestant is khafidz. Ladies and gentleman please welcome..khafidz."
S.24: "ihh.. ngisin- ngisini ilho sir."
T: "usually you make youself be shy."

(all of the students laugh)

T: "wes, ayo cepet."
S.24: "amazing, angry, calm, expensive, cheap, clean, clever, stupid, hot, cold, crazy, dead, delicious. Udah sir>"
T: "kurang 2, masa kamu mau sangunem dikurangi 2000.?"
S.24: "Ampun ah sir. Ihh opo yo.? Fast, good."
S: "amin"
T: "besok ulangi lagi ya, le. Khafidz."
S.24: "Mboten, sir."
T: "oke tadi udah disebutkan 45 adjective oleh temen kalian, macem mace. Ada yang nyebutin warna juga. “by the way, I have a question. Do you know the reason of the hair of Tio’s mother is turning grey?”
S: "that takdir, sir."
T: "because her child has a bad action. One of bad action will turn one of her hair grey.”
S.24: "berarti ibuku dulu nakal sir.lhah rambutnya mbah kan putih semua.”
(all of students laugh)
T: "oke, back to the lesson. Kemaren kita sudah belajar tobe. Mister pengen kalian tanya. Tenses apa yang ada to be di dalamnya.?"
S: "continuous tense, sir."
T: "that’s good, continuous tense. Menunjukkan waktu kapan?"
S: "sekarang.."
S.16: "contoh apa e sir?"
T: "Mumun does not pay attention to me. Can you give me an example about conversation in the class who disturb the lesson?"

(all of students laugh)
T: "contoh apa, cah?"
S: "continuous tense"

T: "gitu, mun. Continuous tense. Tobe pakainya. Contohnya, mumun sedang nobrol dengan anggi, bahasa inggrisnya apa?"

S.16: "gak tahu, sir"

T: "lho ya.. pura-pura gak tahu. As usual, you pretend to be ignorant person. I suggest that the secretary of this class make a poster and put in the wall contains do not make a gossip with your friend. Then all of you get a punishment when you talk to your friends about something bad. Gitu aja, ya?"

S: "hahaha.. mumun ngrasaninan"

[08.20]

T: "oke. Back to material. Present continuous tense itu salah satu jenis tenses yang menunjukkan waktu sekarang atau sedang berlangsung. Contoh lain salsa sedang makan. In english salsa is eating. Makan apa?"

S: "mbakso, sir"

T: "bakso, bukan mbakso. If you say mbakso berarti istinya mas so. Meatball means bakso in bahasa. You cannot separate it. Read it in a word. Meatball. Why?"

S.7: "marai kangen sir nek dipisah"

T: "That is a good point. If you read meat and ball does not in a word, same with meet means bertemuin bahasa, because the pronunciation almost same. It has different meaning."

(all of students laugh)

T: "oke, now you have to change these sentence into english."

(teacher writes 10 indonesian question and asks students to change there sentences into english.)

[08.43]

T: "have you finished?"

S: "belum sir..."

S.12: "udah sir"

S.21: "sudaah"

S.7: "belum yo.. sok sok an caiku."

T: "oke, may I get your attention, please."

S: "yes sir."

T: "oke, itu dikerjakan dirumah, diteruskan dirumah saja.ada pertanyaan?"

(students do not talk anything)

T: "I think the most difficult question is 'anyquestions' from teacher."

(all of students laugh)

S.9: "Sir gak ada tugas a sir?"
T :"gimana? Mau dikasih tugas?"
S :"nooooo... jangaan.."
T : "I assume that all of you do not need an assignment in deep of your hearth. But you say that you feel sad when I say that there is no assignment to make me happy."
S :"kadang sedih yo sir.."
T :"oke, watunya udah habis. Before we close our meeting, i ask you. Jangan lupa belajar, vocab nya ojo sampek lali. Berdo’a dulu. Let’s pray, begin."

(students pray togheter)
T :"wassalamualaikum warahmatullahi wabarokatuh."
Appendix 4. Documentation of Research

The Picture tells when teacher helps students read the vocabularies

The picture tells when a student asked by teacher to mention pronoun
The picture tells when students answer the questionnaire

The picture tells when researcher interviews teacher
The picture tells the researcher explains the rules of questionnaire

The picture shows the building of Mts mazro’atul Ulum Suwaduk Wedarijaksa Pati
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Erlina Hidayanti
N I M : 11314124
Dosen Pembimbing : Hanung Triyoko, S.S., M. Hum., M.Ed.
Judul Skripsi pada surat penunjukan pembimbing skripsi :

<table>
<thead>
<tr>
<th>No.</th>
<th>Tanggal</th>
<th>Isi Konsultasi</th>
<th>Catatan Pembimbing</th>
<th>Paraf</th>
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<tr>
<td>1</td>
<td>20-03-2018</td>
<td>Revise many stated grammatical mistakes</td>
<td>Proposal</td>
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<td></td>
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Dosen Pembimbing,

[Signature]

Hanung Triyoko, S.S., M. Hum., M.Ed.
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Catatan:
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
SURAT KETERANGAN PENELITIAN
Nomor : 6.86/MTS.MU/1/2019

Yang bertandatangan dibawah ini Kepala MTs Mazro’atul Ulum Suwaduk Wedurijaksa Pati
menerangkan bahwa :

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NIM : 113-14-124
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

telah melaksanakan penelitian dalam rangka penulisan skripsi yang berjudul

. di MTs Mazro’atul Ulum Suwaduk Wedurijaksa Pati yang dilaksanakan pada tanggal 29 Agustus sampai selesai.

Demikian keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Pati, 20 Januari 2019

Kepala MTs Mazro’atul Ulum

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WILLINGNESS

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Salatiga, March 12th 2019

The researcher

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