

EDUVELOP

Journal of English Education and Development

Volume 1, No. 1, September 2017

ISSN 2597-713X (print)

ISSN 2597-7148 (online)

USING HUMOROUS COMMUNICATION IN LEARNING ENGLISH AS THE SECOND LANGUAGE

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Abstract

Language teachers are often encouraged to use humor in the classroom. Humor is presented as socially and psychologically beneficial to learners, helping to relax them, to create a comfortable classroom atmosphere, to create bonds among classmates, to raise student interest, and simply to make learning more enjoyable. Using humorous communication in learning English as the second language is an effective way to improve the students' interest and ability because humor is able to create the learning becomes more varied and more vivid, feels the strain when learning can be reduced, creating communication that familiar, stretch the nervous strained into relax, and creating the attractiveness of learning. The purpose of the study is to find out the students' interest and ability in English. The method used in this research was quasi-experimental design, it is assigned two groups namely experimental and control group. To collect the data, the researcher used three instruments, they are interview, participant observation, and discourse analysis of the audiotaped and videotaped interaction. The result shows that there are differences in interest and ability before and after learning English through humor. Thus, it is recommended for all English teachers to improve students' interest and English ability as the second language.

Keyword: humor, L2 learners' interest and achievement, language classroom.

1. Introduction

Language teachers are often encouraged to use humor in the classroom. Humor is presented as socially and psychologically beneficial to learners, helping to relax them, to create a comfortable classroom atmosphere, to create a comfortable classroom atmosphere, to create bonds among

classmates, to raise student interest, and simply to make learning more enjoyable. In addition humor has been touted as an excellent way for students to learn the vocabulary, syntax, semantics, and discourse conventions of the target language, as well as to gain insight into the culture of those who speak that language (Nancy, 2009). Using humor and

fun in the classroom and provide detailed descriptions for teaching practices and activities that confer enjoyment and learning for language for language arts students. Although fun activities, these methods foster vocabulary development, grammar instruction, and techniques for illustrating the importance of word choice and clarity in composition. Unfortunately, it is the English teacher who is most often stereotyped as humorless, even prudish. When we began teaching English, we wanted to dispel the stereotype and, like outstanding teachers from our pasts, infuse our classrooms with humor and fun. To that end, we chose creative activities that engage students in the learning process. In the following, we share some of the successful teaching strategies we have used to enhance learning and make it both enjoyable and memorable (Sue & Peggy, 2008).

Humor in order that the students are active and creative in English class. In relation to teaching English for Vocational High School, SMK Harapan Bangsa Sidrap as the formal education in learning English has purpose to prepare all students have skill to communicate for both receptive and productive use of English, as well as in oral and written discourses. Almost students can categorize as sufficient and marginal category in English. It is caused the students have low pronunciation, lack vocabulary, difficult to receptive and productive the message, uninterested, and anxiety, and feeling boredom in a language learning setting often affect motivation.

There are two causes of this problem. The first, unlimited examples, therefore the teacher needs to give many examples. The second, the students are bored or uninterested with the teaching method applied by the teacher. Therefore, the teacher need effective strategy or technique to overcome it.

Considering of the advantages of humor above, the research conducted the study on demonstration method as method

and audio visual media as media in English teaching and learning process to improve the students' English ability of SMK Harapan Bangsa Sidrap. Using Humorous Communication in Learning English As the Second Language.

The Advantageous Using Humor in Language Classroom

According to Krause (2014) her finds from different fields of humour research has underscored the value of humour as a pedagogical tool in foreign language teaching. Looking back at the findings presented here, the use of humour in the classroom can be seen to entail both general benefits for teaching and learning processes as a whole and also specific ones when applied in foreign language classrooms.

From the perspective of an educational psychologist, the teacher's use of humour can be seen to possess a dual-advantage for it has proved to influence student learning in two ways: On the one hand, humour works as an attention-getter, which directly stimulates and influences the student's mental capacities responsible for memory and learning. Thus, humour becomes both an effective memory aid and important learning tool for the students. As a trigger of amusement and laughter, on the other hand, humour works not only as a student motivator but it also creates a more relaxed and positive classroom atmosphere which in turn is beneficial for learning

In social terms, in addition to contributing to a more positive classroom environment, humour has proved to be a valuable instrument for establishing a positive relationship between students and teacher. As such, it has the power to reduce the authoritarian position of the instructor, increase teacher immediacy and contribute to the establishment of rapport with the students. Moreover, a teacher's use of humour can also positively influence the students' perception of his or her own competences or effectiveness.

With regards to its use in foreign language classrooms, humour has been identified as a powerful means to reduce students' fear of interacting in a foreign language and it hence aids students both in performing in a foreign language and in building and developing foreign language skills. Being an integral part of every language and culture, humour also becomes an effective and motivating strategy to help students develop communicative competence in the target language. With regards to the students' communicative competence, the advantages of humour are also twofold: On the one hand, humour can be employed as a teaching device to create linguistic awareness and it can also be used as a means of conveying information about the target culture or language and hence enhance the students' intercultural competence overall. Thus, the teaching of humorous content can assist both in the development of relevant linguistic skills and it can also aid the acquisition of (inter)cultural knowledge which the students need in order to be able to successfully interact with members of the target culture.

Overall, all the above-mentioned advantages combined make humour an effective and powerful teaching tool to be used in the foreign language classroom. If employed appropriately and with care, humour can help to facilitate both teaching and learning processes and contribute to a positive classroom atmosphere and to the emotional and mental well-being of all participants involved. Therefore, teachers need to set aside time in order to develop strategies and infuse humour in their own teaching practice for the benefit of their learners as well as their own. In order to be able to use humour successfully, however, teachers should consider and be aware of the role that humour plays not only in the target language and as a pedagogical tool in the foreign language classrooms, but also in the students' personal development.

The Competent Use of Humor in the Classroom

The following are recommendations for competent use of humor in the classroom (Wanzer, et. al in Ramit Ring, 2008):

1. Humor related to material (tactic not specific).
2. Humor related to course material using different types of media or external props to enhance learning.
3. Jokes related to course material.
4. Humorous examples to illustrate course concepts.
5. Humorous stories to illustrate course concepts or reinforce learning.
6. Critical/cynical about course material in an effort to be humorous.
7. Humor attempts related to course material and targeting stereotypical college behaviors.
8. Humor attempts related to the material and, at the same time directed towards students.
9. Humor attempts related to class material that involve some type of animated performance.
10. Humor attempts related to course material that involve student role play or activities.
11. Humor attempts related to course material that involve creative language or word play.

2. Method

In this research, the researcher applied quasi experimental design. The purpose of the research is to find out the students' English achievement through humor. Both groups were given pre-test and post-test in which the pre-test was administered to measure prior competence of English while the post-test was administered to measure the effect of the treatment.

SampleIn this research, the researcher applied purposive sampling technique. The sample of the research was taken two classes as the sample which represent the experimental or humor

group(XI.1) was 29 students and control group (XI.2) was 28 students. The number of total sample was 57 students

The instrument of the research, the researcher used one kind of test, it is English test to conduct of the research. The instrument used in this research was speaking performance test by using demonstrate how to make or operate something which was distributed to the students that contain instructions and questions to lead them focus on the activity they should do and the discourses they had to produce. The test consists of pre-test and post-test. For experimental group, the researcher shows 1) students' attitudes towards humor in ESL classrooms such as: humor helps in learning difficult ESL, humor increase attention, humor increase concentration level, and use humor in English learning for time to time of all time, 2) The effect of

humor on class management and the ESL learning setting such as using humor helps shy students to participate with the group, humor gives students confidence in expressing personal opinions in English, it can create enjoyment in the English learning situation.

3. Result and Discussion

English Classification

As explained previously that the way to collect the data was by administering English test. The test was three times, pre-test was given before the treatment, and several days after the treatment was given post-test for taking final data. The findings that the researcher reports in this chapter based on the data collection. The students from XI.1 (experimental group) and XI.2 (control group) were given pretest to determine their prior knowledge in English.

Table 1 The Classification of Pre-test for Humor and Control Groups

No.	Classification	Score	Experimental Group		Control Group	
			F	(%)	F	(%)
1	Very Good	90-100	3	10	2	7.14
2	Good	75-89	3	10	3	10.71
3	Fair	60-74	16	53.33	9	32.15
4	Poor	<59	8	26.67	14	50
			30	100	28	100

Chart 1 Classification in pre-test of experimental and control groups

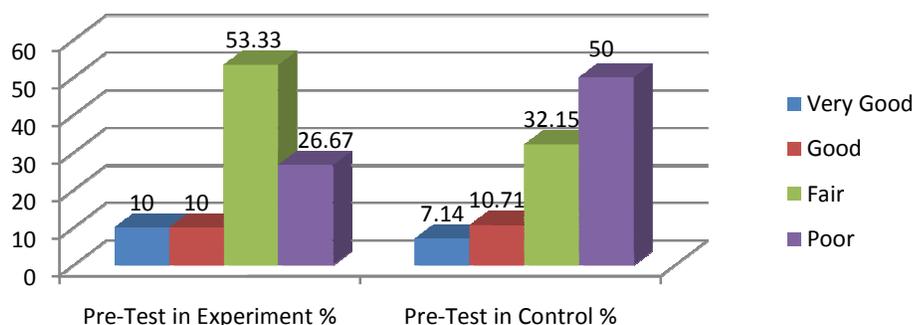


Table and chart 1 above shows that the student's score in pre-test from

humor group, the researcher found that there were 3 (10) % student got very good

and good classification, there were 16(53.33)% students classified into satisfactory classification and 11 (45.8%) students were classified into fair classification, there were 8(26.67%)students classified into poor classification. While the control group, almost same the humor group, the researcher found that there were 2 (7.14) % students got very good, there were 3

(10.71) % students into good classification, there were 9 (32.15) % students into fair classification and 14 students got poor classification.

Table 2TheClassification of Post-test for Humor and Control Groups

No.	Classification	Score	Humor Group		Control Group	
			F	(%)	F	(%)
1	Very Good	90-100	14	46.67	3	10.71
2	Good	75-89	13	43.33	7	25
3	Fair	60-74	3	10	8	28.57
4	Poor	<59	-	0	10	35.72
			30	100	28	100

Chart 2 Scoreclassification in post-test of humor and control groups

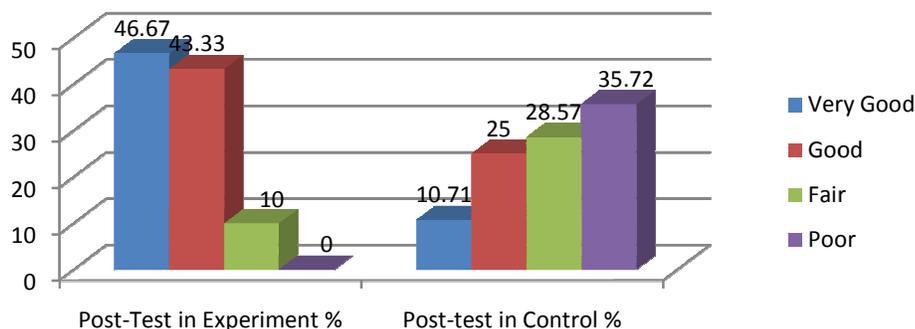


Table and chart 2 above shows that the student's score in post-test from humor group, the researcher found that there were 14 (46.67) % got very good classification, there were 13 (43.33) % students got good classification, there were 16(53.33)% students classified into satisfactory classification and 3(10%) students were classified into fair classification, and none student got poor classification. While the control group, almost same the humor group, the researcher found that there were 2 (7.14) % students got very good, there were 3 (10.71) % students into very good classification, there were 7 (25) % students

into good classification and 8(28.57) % students got fair classification and there were 10 (35.72) % students got poor classification.

The following table above shows the specific result of the students' pretest in humor and control group. The data were and tabulated by using inferential analysis. The researcher used SPSS Version 21 to find the test of significance which usually called for the independence sample. The level of significance is 0.05. The hypothesis was tested by using inferential analysis. In this case, the researcher used t-test (testing of significance) for

independent sample test, which is a test to know the significance different between the result of student's mean score in pre-

test and post-test in experimental and control group.

Table 3The t-test value of the student's Pre-test and Post-test

Variable	Probability Value	α
Pre-test	0.514	0.05
Post-test	0.02	

The table above shows that P-value (0.01) was lower than $\alpha = 0.05$ ($0.02 < 0.05$). it means that the difference of students' knowledge statistic was significance H1 was acceptable and the statistical hypothesis of Ho was rejected. There was significance different between the post-test of the students of both groups after treatment by using humorous communication.

The following table shows about the students' attitudes towards humor. In this research, the researcher used three point questions for humor group they are 1) humor and learning (humor helps in learning difficult ESL material, humor helps in learning general ESL material,

and humor doesn't help in learning English) 2) humor and concentration (humor increase attention, humor increase concentration level, humor doesn't increase attention), 3) how much more (use humor in ESL learning from time to time, use humor in ESL learning all the time, don't use humor).

The results of this research shows that humor can be beneficial in the second language classroom. Humor promotes the feeling of understanding and helps to hold the attention of and concentration of students, regardless of the cultural learning situation. Chart3 shows students' attitudes towards humor in ESL classrooms.

Chart3. Students' attitudes towards humor

Items	Frequency	Percentage %
1. Humor & Learning		
- Humor helps in learning difficult ESL material	10	33.33
- humor helps in learning general ESL material	15	50
- and humor doesn't help in learning English	5	16.67
2. Humor & concentration		
- humor increase attention and humor increase concentration level	27	90
- humor doesn't increase attention	3	10
3. How much more		
- use humor in ESL learning from time to time	25	83.33
- use humor in ESL learning all the time	3	10
- don't use humor	2	6.67

Discussion

The discussion deals with argument based on the finding from descriptive statistics and inferential statistics of the

data, and some theories and interpretation of the pretest result compared with posttest both groups, control group and specially humor group as the process of

implementing the humorous communication in teaching and learning English. This section presents the students' English achievement of the second grade students of SMK Harapan Bangsa Sidrap in academic 2015/2016 based on the data illustrated from the findings. Before giving the treatment, the result of pretest of experimental and control group were almost statistically the same and classified as fair in English.

Both of the groups were taught by different treatment. The humor group was taught by implementing or using humorous communication while the control group was taught by formal communication. The core of the teaching and learning is the task and the students' English. Starting with the mean score in pretest of both groups, experimental and control group showed that there was no significant difference, by using independent sample t-test, the mean scores were not significantly different. It was proved by the statistical data analysis that the probability value or Sig. (2-tailed) was lower than α .

Comparing with the students' English in posttest of the control group which the classification was not improved; students' English of humor group was significantly improved. The mean score in posttest of both groups also improved but both groups were significantly different. For instance, the humor group pretest and control group pretest were not really different.

In the t-test statistical analysis, the result of the probability value (0.02) was lower than probability test or α (0.05). This means that H1 was accepted and H0 was rejected. It supported that there was a significant difference between the students who were taught by humorous communication in learning English as the second language using humorous communication in the classroom make students enjoyable to the process and after teaching it, there are many students are not shy to speak, ask to the teacher in their

friends, and giving opinion front of the class.

4. Conclusion

The use of humorous communication in learning English was effective to improve of the second grade students of SMK Harapan Bangsa Sidrap after being given treatment. The mean score of experimental group in post-test and control group were significantly different. The mean score of post-test in experimental group is higher than the control group (80.66 > 66.14). so it is concluded that the use of humorous communication in learning English was effective to improve the students' English achievement of the second year students of SMK Harapan Bangsa Sidrap. It's supported by Nancy (2009) in her modul shows that language teacher are often encouraged to use humor in the classroom. Humor is presented as socially and psychologically beneficial to learners, helping to relax them, to create a comfortable classroom atmosphere, to create a comfortable classroom atmosphere, to create bonds among classmates, to raise student interest, and simply to make learning more enjoyable. In addition humor has been touted as an excellent way for students to learn the vocabulary, syntax, semantics, and discourse conventions of the target language, as well as to gain insight into the culture of those who speak that language.

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in English as a Foreign Language Classrooms. Freie Universität Berlin. Institut für Englische Philologie. Didaktik des Englischen. Modul: Kompetenzorientierung im Englischunterricht II. SI: Theorieg. Forschen u. Handeln- Brücke zw. Praxis u. Theorie. Wintersemester 2014/15. Dozentin: Univ.-Prof. Dr. Michaela Sambanis.

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Sue S. Minchew and Peggy F. Hopper. (2008). *Teaching for Using Humor and Fun in the Language Arts Classroom.* Sue S. Minchew, PhD, is an associate dean of education and professor of curriculum and instruction at Mississippi State University. Peggy E Hopper, PhD, is an assistant professor of curriculum and instruction in secondary English education at Mississippi State University. Copyright' 2008 Hiedref Publications

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