

**STUDENTS' INTEREST IN LEARNING ENGLISH WITH TEACHERS
WHO USE HUMOR IN TEACHING AND LEARNING PROCESS AT
SMKN 53 JAKARTA**

Thesis

*Submitted as Partial Fulfillment of the Replacement to Obtain Bachelor of
Education (B.Ed.) in English Language Education*



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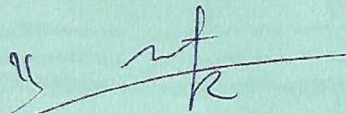
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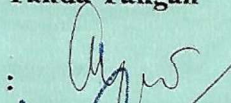
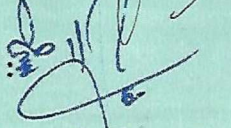

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ABSTRACT

The English learning process was considered difficult and boring for students. This made students lose interest in learning English. Students' interest in learning could emerge through a fun learning process. One way that teachers could use to create a fun learning process was to use humor. In this study, researcher tried to find out students' interest in learning English with teachers who used humor in the teaching and learning process. The population was 12th grade students from SMKN 53 Jakarta while the sample was four classes of 12th grade students at SMKN 53 who were collected using purposive sampling technique. The total participants in this study were 100 students who were collected using questionnaires and strengthened by interviews. This study used a descriptive quantitative method. The data analysis technique used for the questionnaire was the basic method of descriptive statistical analysis while in analyzing interview data researcher used data presentation. Based on the data obtained and analyzed, it was known that students' interest in learning English with teachers who used humor was very high. This could be seen from the average value of 3.352 for feeling pleasure, 3,138 for students' engagement, 3.2 for students' attention, and 3.0925 for students' involvement. The results of the interview data also supported this statement.

Keywords: Students' Interest, Learning English, Humor, Humor in Teaching and Learning Process

**Rinaldi, Ade (2024). Students' Interest in Learning English with Teachers
who Use Humor in Teaching and Learning Process at SMKN 53 Jakarta**

ABSTRAK

Proses pembelajaran bahasa Inggris dinilai sulit dan membosankan bagi siswa. Hal ini membuat siswa kehilangan minat untuk belajar bahasa Inggris. Minat belajar siswa dapat muncul melalui proses pembelajaran yang menyenangkan. Salah satu cara yang dapat digunakan guru untuk menciptakan proses pembelajaran yang menyenangkan adalah dengan menggunakan humor. Dalam penelitian ini peneliti mencoba mengetahui minat siswa dalam belajar bahasa Inggris dengan guru yang menggunakan humor dalam proses belajar mengajar. Populasi dalam penelitian ini adalah siswa kelas 12 SMKN 53 Jakarta sedangkan sampelnya adalah empat kelas siswa kelas 12 SMKN 53 yang dikumpulkan dengan menggunakan teknik *purposive sampling*. Jumlah partisipan dalam penelitian ini sebanyak 100 siswa yang dikumpulkan dengan menggunakan angket dan diperkuat dengan wawancara. Penelitian ini menggunakan metode deskriptif kuantitatif. Teknik analisis data yang digunakan untuk kuesioner adalah metode dasar analisis statistik deskriptif sedangkan dalam menganalisis data wawancara peneliti menggunakan penyajian data. Berdasarkan data yang diperoleh dan dianalisis, diketahui bahwa minat siswa dalam belajar bahasa Inggris dengan guru yang menggunakan humor sangat tinggi. Hal ini terlihat dari nilai rata-rata *feeling pleasure* sebesar 3,352, *students' engagement* sebesar 3,138, *students' attention* sebesar 3,2, dan *students' involvement* sebesar 3,0925. Data hasil wawancara juga mendukung pernyataan tersebut.

Kata Kunci: Minat Siswa, Belajar Bahasa Inggris, Humor, Humor dalam Proses Belajar Mengajar

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Padang, February 2024

The Writer

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CHAPTER I INTRODUCTION

A. Background of the Problem

English is the most commonly used language in the world. This language is the mother tongue of about 400 million people around the world (Liu, 2018). In Indonesia, English is the first foreign language taught at several levels of education from elementary, junior high school, senior high school and university. This is in line with Khairani (2016) who says that the position of English in Indonesia is the first foreign language. However, English is not used in everyday conversations by students. Setiyadi (2020) says that English is learned only at schools, and students do not use it in society. In fact, in Indonesia this language is really a 'rarely used' language for them. Therefore, the process of learning English in class is an essential aspect of the educational system for students in Indonesia.

In the process of learning English at school, it turns out that students find it difficult to learn English. According to Panggabean (2015), students think that English is a difficult subject to understand so students feel burdened to learn English. In addition, the process of learning English at school is considered boring. According to Khajlo, (2013), educational literature used in schools is considered old-fashioned and boring. The illustrations in the book apparently cannot attract students' attention. In addition, the illustrations and exercises in the book are monotonous and do not strengthen English language skills. At the end, it can reduce students' interest and motivation to learn English.

The teacher's role is crucial in this process in order to achieve the learning objectives. To achieve these learning objectives, teachers need several methods

that are in accordance with the learning objectives that need to be achieved. This is in line with Mangngi et al., (2016) who state that learning methods have a significant role in the learning process and teachers should choose appropriate method for them. This indicates that there is no one method that is suitable for all types of materials in the learning process. Moreover, according to Amjah (2014) teachers need to have effective teaching strategies so students have an interest in learning and can understand the learning process well. There is an obligation for teachers to be able to provide facilities and facilitate students' interest in learning English.

The process of learning English itself is a complex process for teachers which involves many things, such as cultural elements, linguistic differences, and different learning styles (Amjah, 2014). Conventional English learning methods sometimes fail to make students interested in the learning process, so it can eliminate students' enthusiasm for learning English. In fact, the learning process in the classroom is an important aspect of the education. According to Firmansyah (2015), an important role in the education is held by a teacher, where in teaching and learning activities teachers need to be able to understand and master various types of skills to achieve an effective and efficient teaching and learning process.

The process of learning English should be surrounded by fun learning situations. According to Wulandari & Duryati (2014), the learning process will be effective if students are happy and will positively affect their achievement. A fun classroom situation can increase students' interest in learning English. Interest itself has a very important function in the learning process. Students

who have a high interest in the learning process will also have a high effort to learn. Students' interest in learning also influences their learning outcomes. Therefore, if the learning process is not interesting for students, then in the end students will not learn because it is not interesting for them (Riwahyudin, 2015). According to Slameto (2018), there are several indicators that can show students' interest in learning, which are feeling pleasure, students' engagement, students' attention, and students' involvement in the learning process. This indicator shows how much interest students have in learning English. One way that teachers can use to create a fun learning situation to increase students' interest in learning is by using humor in the English learning process.

The use of humor in the English learning process is not a new thing and is one of the innovative and active ways to be used in the classroom. The use of humor in the learning process is a creative way of learning and requires skill and art from the teacher according to Martin (2007). Through this one, teachers and students are expected to be active so they can create fun classroom conditions. The correct use of humor can also reduce stress levels by reducing some of the hormones that cause stress itself (Savage et al., 2017). Based on a study conducted by Wulandari & Duryati (2014), the learning process using humor is proven to be effective in increasing learning achievement. This study shows that the use of humor during the learning process can help students improve their enthusiasm for learning, memory, and ability to understand the material.

Some results of the previous studies are also in line with the researcher's personal experience. Based on the researcher's experience while being a student

at SMKN 53 Jakarta, the teachers who used humor when teaching English could create a good learning condition for students. The learning process became more lively and active, so students became more focused on understanding the material. In addition, teachers who used humor in the learning process had a better level of emotional intimacy with students. In the learning process, in fact, learning is not only about delivering material but also about forming and strengthening relationships between teachers and students as well as students and other students. The use of humor is proven to form these relationships so it can improve student performance (Savage et al., 2017).

Based on several journals that researcher have referred to, some previous studies focused on students' interest in learning English and using humor in the learning process. However, only a few studies explained students' interest in learning English by using humor in the teaching and learning process. There was a study that discussed students' interest in learning English by using humor conducted by Erlinda (2019) entitled *Using Humour in EFL Classroom Interaction: An Effective Way of Byrning Students' Interest in Learning English*. However, this study focused on the types of humor used and the functions of using humor in the classroom.

There was another study dealing with students' interest in learning English. The study was *The Factors Influencing Students' Interest in Learning English Subjects at the Eighth Grade of SMP Al Irsyad Al Islamiyyah Purwokerto* conducted by Islamiati (2022). This study only focused on factors that influenced students' interest in learning English without the use of humor in the learning process. In conclusion, study on students' interest in learning English

with teachers who use humor needs to be researched because previous studies have focused only on students' interests and types of humor used with its functions.

Based on the background above, the researcher wanted to find out students' interest in learning English by using humor by conducting a study on Students' Interest in Learning English with Teachers who Use Humor in Teaching and Learning Process at SMKN 53 Jakarta. This study was necessary to conduct because there were only a few studies that examined students' interest in learning English by using humor in the learning process. Through this study, the researcher would find the students' interest in learning English with teachers who used humor in the teaching and learning process.

B. Identification of the Problem

Based on the background above, the English learning process was considered difficult and boring for students. This made students lose interest in learning English. Students' learning interest itself was an important factor in the English learning process. Students' interest in learning could be seen from some indicators, like feeling pleasure, students' engagement, students' attention, and students' involvement in the learning process. Students' interest in learning could emerge through a fun learning process. One way that teachers could use to create a fun learning process was to use humor. Therefore, it was necessary to determine students' interest in learning English with teachers who used humor in the teaching and learning process. Unfortunately, there were only a few studies related to this problem and did not focus on these aspects. Through

this study, the researcher would find out whether the used of humor by teachers in the English learning process could influence students' interest in learning English in the classroom.

C. Limitation of the Problem

Based on the previous background the limitation of this study was students' interest in learning English with teachers who used humor in teaching and learning process.

D. Formulation of the Problem

Based on the background and limitations of the problems, this research questions could be formulated as follows:

1. How are students' feeling about studying English with teachers who use humor in teaching and learning process at SMKN 53 Jakarta?
2. How are students' engagement about studying English with teachers who use humor in teaching and learning process at SMKN 53 Jakarta?
3. How are students' attention about studying English with teachers who use humor in teaching and learning process at SMKN 53 Jakarta?
4. How are students' involvement about studying English with teachers who use humor in teaching and learning process at SMKN 53 Jakarta?

E. Purposes of the Research

Based on the research questions that the researcher mentioned before, this study had four purposes, which were:

1. To find out how are students' feeling about studying English with teachers who use humor in teaching and learning process at SMKN 53 Jakarta.
2. To find out how are students' engagement about studying English with teachers who use humor in teaching and learning process at SMKN 53 Jakarta.
3. To find out how are students' attention about studying English with teachers who use humor in teaching and learning process at SMKN 53 Jakarta.
4. To find out how are students' involvement about studying English with teachers who use humor in teaching and learning process at SMKN 53 Jakarta.

F. Significances of the Research

The results of this study were expected to be able to contribute to teachers and other researchers. The following were the important contributions of this study:

1. **The Teachers.** This study provided information about students' interest in learning English with teachers who used humor in the teaching and learning process. It was expected that this study could be a reference for teachers when using humor in the learning process. Thus, the use of humor in the classroom would have had a positive effect on the learning process.
2. **Other Researchers.** This study hopefully could be useful for other researchers who had the same topic. Information about students' interest in learning English with teachers who used humor in the teaching and learning

process in the future could be used as a reference or material to develop other studies related to this issue.

G. Definition of the Key Terms

There were some key terms related to this study. These key terms were explained below in order to make sure everything was understood.

- *Students' Interest* : a form of positive emotion that students experiences about something, giving rise to curiosity and a desire to be involved in that thing.
- *Teaching and learning process* : an educational activity between teachers and students inside or outside the classroom.
- *Humor* : the ability to be amused by something seen, heard, or thought about, sometimes causing someone to smile or laugh (Cambridge Dictionary, 1995).