

STUDENTS' PERCEPTION OF USING HUMOR IN TEACHING ENGLISH CLASS AT SENIOR HIGH SCHOOL LEVEL

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ABSTRACT

There were several student problems that the writer found at SMAN 2 Tilatang Kamang. First, Some students agree on using humor in the classroom, but some students disagree on using humor in the classroom. Second, Some students said that using humor in teaching English is necessary to make the atmosphere pleasant. Using humor in teaching helped them to understand the material quickly and made them enjoy the learning. Last, Some students said that the use of humor in learning English is good as long as they don't laugh too much in class because it will take up a lot of time in the learning process and cause the learning process to be not optimal. So, some students do not understand the material. This research aims to determine students' perceptions of using humor in teaching English classes. The researcher wants to determine whether students' perceptions are positive or negative. The instrument of this research used a quantitative approach with a descriptive form. The population was the Eleventh Grade at SMAN 2 Tilatang Kamang in 2020/2021, with 75 students. The researcher used the total sampling technique because the population was less than 100 students. The result of this research was taken by taking the average score of 6 types of humor in learning English, namely learning Caricature Humor (78,07%), Short Stories/Anecdotes Humor (78,53%), Special Humor (74,13%), and Unplanned Humor, Performance, Pantomime, and Gestures (73,12%). It was found that male and female students have positive perceptions of humor in teaching English. Female students had slightly better perceptions than male students (75,74% > 73,81%). Thus, the result of the research showed that students supported the use of humor in teaching English class.

Keywords: English Humors, English Language Teaching, Fun Language Teaching, Students' Perception.

INTRODUCTION

In the learning process, interaction is one point of success in teaching-learning. This interaction will create positive outcomes, happiness, and comfort. That is a collaborative exchange of thought, feeling, or ideas between a teacher and learner or a learner and other learners, resulting in a reciprocal effect on each other (Brown, H. D., 2001). It means good interaction will make students active and creative mentally and physically. The comfort will give their memories a chance to remember and keep such information, whether for a short

or long period. In doing good interaction in the classroom, the students can receive the good material given by the teacher. Both of them do some activities related to transferring and accepting knowledge. There is an interactive process between the teacher and the students in the classroom. Good teaching and communication are elements that make classes productive. The teacher interacts with students in the classroom by seeing whether students feel comfortable or not during learning in-class activities. Teachers should be able to direct students' attention during the learning process to make students stay focused on the material. In guiding students, teachers should have various ideas to build a positive atmosphere during class activities so students are motivated to learn, for example, by adding humor in the learning session that makes students feel happy and comfortable in class. Humor is one of the methods of solving a rigid atmosphere. According to the Oxford English Dictionary, humor is that quality of action, speech, or writing that excites amusement: oddity, jocularly, facetiousness, comicality, and fun (Frank Muir, 2002). That means humor can make things fun when learning gets boring.

Humor can support the success of the learning process. This is supported by the statement of Bobby Deporter in Darmansyah, humor can make students happy, and the learning process becomes more effective to achieve learning objectives. This statement is supported by Darmansyah, "Research results in learning in the last decade reveal that learning will be effective if students are happy and emotional intelligence has contributed significantly to the effectiveness of learning in addition to intellectual intelligence (Frank Muir, 2022). It proves the joy of learning has a tremendous effect on the achievement of student learning outcomes. Humor makes an immeasurable contribution to the lives of humans, especially in the world of education. Using humor in class is one of the positive methods to create an interesting class. According to Maria in Fata, "Humor has many benefits such as maximizing brainpower, contributing to the mind or balance of the body, enhances creativity, facilitating communication, and creating an optimal environment for teaching and learning" (Ika Aprilia Fata, 2018). It means humor has a good impact on the learning process in class. As Aboudan states in Fata, "humor is indispensable for teaching and learning to motivate and attract students' attention" (Ibid P. 188). It proves that humor can be useful to create a positive atmosphere in the learning process. Humor is also very influential in the relationship between students and teachers. According to Morrison, the use of humor in the classroom can build and maintain a good relationship between teachers and students and can also increase trust between teachers and students (Mary Kay Morrison, 2008). Teachers who have a humorous character in the classroom become the teachers who are loved by students and become favorites among other teachers. Students expected, he/she teachers profile such jaunty, friendly, honest, mature, healthy mentally, adaptive, strong personality, interesting and not boring. One way to increase the quality of interaction between teachers and students is by using humor in learning activities. The fact shows that it has positive effects on increasing of interaction between teachers and students. In other words humor has an essential role in facilitating students' attention in a classroom and their learning outcomes.

Based on the preliminary research in January 11-16th, 2021 in the Senior High School 2 of Tiltang Kamang. The researcher met the teacher in English lessons who taught in the

eleventh grade. eleventh-grade class in SMAN 2 Tilatang Kamang consists of 3 classes, namely: XI IPA 1, XI IPS 1, and XI IPS 2. When the researcher came to the class for observation, the atmosphere in the classroom is normal when the learning process begins, but when learning has been going on for a long time, students start to get noisy, and some students look sleepy. Seeing these situations and conditions, the teacher starts to make humor in the classroom, The humor used by the teacher is sometimes unplanned like a joke.

"Teacher : Apa bahasa inggrisnya buku jatuh ?

"Students: Book fall Mrs, and the other answer invited to laugh.

"Teacher : No, jawabannya adalah ge....de...book.

"Students: HAHHAHAHAHA (loud laugh)

The second and third meeting observations of the XI IPS2 and XI IPA1 classes same as the first meeting observation because the teacher used humor in the classroom when the students were not serious about the learning. It was supported by the interview with the teacher about humor used by an English teacher in the classroom. The teacher said, *"I often use humor in the classroom, because students studies after they do some events such as ceremonies, kultur, after the break, and after Dzuhur prayer. In this situation, students often sleep and talk with classmates."* Although the teacher has used humor in the learning process, it turns out that there are still some problems when the teacher uses humor. First, the researcher found different perceptions about using humor in teaching English in class. Some students agreed on the use of humor in the classroom. They said that the use of humor in teaching English made them enjoy the learning and helped them to understand the material easily. Based on interview results with the male students, the male said, *"In the learning process, the teacher often uses humor. It makes me enjoy learning."* On the other hand, some female students disagreed with using humor in teaching English in class. The humor that teachers use is sometimes uninteresting doesn't make them laugh, they also say that humor makes the class too noisy, a waste of time and it caused them were not maximal to get English. The students said, *"Too much humor makes me unfocused, and I think it's just a waste of time in learning English in class."*

Based on the statements above, humor is important to be researched. According to sheinowizt, humor is the humorous quality of someone who is both funny and entertaining. This opinion is almost the same as James, who said that humor can cause or cause his/her audience to feel trickled by his/her funny feelings so that he/she is compelled to laugh. This theory explains that humor can entertain and make people around him/her happy. Darmansyah also argues that there are two types of humor in learning. First, planned humor is divided into three parts, the first is caricature humor, in the form of funny pictures. Second, a short story in the form of a funny story/writing. Third, special humor designs on teaching materials in the form of exam questions and syllabus. The second unplanned humor came suddenly. It is also situational. This humor appears spontaneously, both from teachers and students.

METHODS

Research Design

The design of the research used descriptive quantitative research in which the research data is presented in the form of numbers. Descriptive research is a kind of research method to describe and interpret an object naturally(Sukardi). The purpose of this research was to describe the phenomena existing in field to get the information based on data collection. Quantitative research is a process to get knowledge or information by using numerical data as the tool to get what information is intended to be known(Margono, 2007). It means that quantitative descriptive research uses the data shape of the numbers and statistics analysis. This research aimed to find out students' perception of the use of humor in teaching English. Furthermore, there was a difference between males and females in responding to humor. So that, this research wanted to find out the difference between males and females in responding humor either.

The Subject of The Research

Population

The population is the total of the subjects of the research. According to Creswell, a population is a group of individuals who have the same characteristics (John W Creswell, 2008). Moreover, Margono adds that the population is all of the target data in the scope and time determine (Margono, P.118). In short, the population in this research is all of the Eleventh-grade students of SMAN 2 Tiltang Kamang Academic Year 2020/2021 school year consisting of three classes with a population of 75 students.

The population in this research is described in the table below:

Table 1. Distribution of population the Eleventh-grade students of SMAN 2 Tiltang Kamang

Class	Male Students	Female Students	Total members
XI MIPA	8	16	24
XI IPS 1	10	17	27
XI IPS 2	10	14	24
Total	28	47	75

Source: SMAN 2 Tilakang Kamang academic year 2020/2021.

Sample

The sample is a part of the population in the research. Creswell says that a sample is a sub-group of the target population that the researcher plans to study for generalizing about the target population(John W Creswell.). Second, According to Sugiyono, Sample is part of the number and characteristics possessed by the population(Sugiyono, 2014). It means that the sample is part of the population selected by the researcher to do the research. In this research, the researcher used total sampling because the population of this research was less than one hundred respondents. Suryani and Hendriyadi state that total sampling is a technique used when the population is less than one hundred(Suryani and Hendriyadi, 2015).

Besides, Sugiyono said the number of population less than 100 of the entire population were sampled all of the research(Sugiyono, 2007). In conclusion, the sample in this study was the eleventh grade of SMAN 2 Tilatang Kamang for the 2020/2021 period, which consisted of 75 students.

The technique of collecting data

In collecting data, the researcher applied several steps. The steps taken by the researcher to collect the data are as follows:

1. The researcher distributed the questionnaire to the respondents.
2. The researcher asked respondents to choose the optional answer that was provided in the questionnaire.
3. Give time to the students to answer the questionnaires.
4. The researcher collected the questionnaire.

The technique of analysis Data

This data was analyzed through an instrument to get the research result after collecting the data. In describing the data of the student's perceptions of using humor in teaching English, the researcher has followed the following steps:

1. The researcher tabulated the data from the respondents' students.
2. The researcher classified the questionnaire based on the respondents' gender
3. The data from both male and female students were analyzed separately
4. The researcher calculated the percentage of the data. The researcher used a technique for analyzing the data by using the formula suggested by Sudijono, as follows (Anas Sudijono, 2014):

$$P = \frac{f}{n} \times 100\%$$

Where: P = percentage of the result

f = frequency of total score

n = total amount of the sample

Then, the researcher found the mean of the data by using the formula suggested by Sudijono as follows:

$$M_x = \frac{\sum x}{n}$$

Where: M_x = mean

$\sum x$ = total of the percentage

n = amount of items

Data Interpretation

After finding the mean of the data, the researcher calculated all the percentages obtained from each indicator to gain the data interpretation for each indicator. The percentage result of the data can be seen in the data interpretation below:

Table 2. Data Interpretation of Rating Quality

The Range of Category	Interpretation
0% - 20%	Very Negative
21% - 40%	Negative
41% - 60%	Enough
61% - 80%	Positive
81% - 100%	Very Positive

Source: Adaptation from Thoifah (2015)

Table 2 shows that the interpretation of rating quality were: very negative, negative, enough, Positive and very positive. For instance, if the indicator got the highest mean score in the range 0% - 20%, it means that this indicator has very negative condition. If the indicator got the highest mean score in the range 21%-40%, it means that this indicator has Negative condition. If the indicator got the highest mean score in the range of 41%- 60%, it means that this indicator is enough condition. Next, if the indicator got the highest mean indicator score in the range 61% - 80%, it means that the indicator has Positive condition. Lastly if the indicator got the highest mean score in the range of 81%-100%, it means that this indicator has a very positive condition.

Making the conclusion

In the last step, the researcher made the conclusion from this research that is taken from the highest mean score. It was as a general perception of the students on the teachers using humor in taching English.

RESULTS

In this section, the researcher delivered the finding that was gathered from the field. As mentioned before, the sample in this study was the eleventh grade of SMAN 2 Tilatang Kamang for the 2020/2021 period which consisted of 75 students and the instruments was closed questionnaire. The researcher provided the finding in two sections which are description and analysis of the Data.

Description of the Data

The data in this research were collected from the students in SMAN 2 Tilatang Kamang in the academic year 2020/2021. Specifically eleventh grade. The were 75 populations taken as the sample to be further analyzed. The final result of the data served as numerical data because the kind of research was survey research through descriptive quantitave. The instrument in this research was a close questionnaire. In distributing the questionnaire, the researcher used the link of Google form. The researched shared it through WhatsApp group messages. There were 22 items of the questionnaire, which were divided into six categories

based on the types of humor in learning, they are Planned Humor (Caricatur Humor, A short/Humorous anecdote, Special Humor) and Unplanned Humor (Performance, Pantomime, Gesture). The result of the questionnaire can be viewed in the table below:

Table 3. Students' Perception of Humour in Learning English

Indicators	Sub Indicators	Percentage	Interpretation
Planned Humor	Caricature Humor	78,07%	Positive
	A short story / Humorous anecdote	78,53%	Positive
	Special Humor	74,13%	Positive
Unplanned Humor	Performance	72,22%	Positive
	Pantomime	73,47%	Positive
	Gestures	73,69%	Positive
Mean Score		75,02%	Positive

Based on the table above, it was found that the students' perception of caricature humor was 78,07%, which was categorized as positive perception. Students' perception toward a short story / humorous anecdote was 78,53%, which was categorized as positive perception, students' perception toward special humor was 74,13% which was categorized as positive perception, and students' perception toward unplanned humor was 72,22% for performance humor which was categorized as positive perception. 73,47% for pantomime humor. 73.69% for gestures of humor. Furthermore, the general perception of the students' toward humor in learning English was 75,02%, which was also categorized as a positive perception. The table above only shows the total score of the students who answered the questionnaire. However, the students' perception cannot be concluded just from the table above. Furthermore, the student's perception was analyzed based on the types of humor in learning. They are Planned Humor and Unplanned Humor. Furthermore, the result also showed the students' perception of humor based on their gender. The result can be viewed in the table below:

Table 4. The Result of Female and Male Students' Perception of Using Humor in Teaching English Class

Indicators	Sub Indicators	Female vs Male	Whose perception is better
Planned Humor	Caricature Humor	78,72% > 76,96	Female
	A short story / Humorous anecdote	78,62% > 78,39	Female
	Special Humor	73,76% < 74,76%	Male
Unplanned Humor	Performance	74,04% > 69,17%	Female
	Pantomime	75,11% > 70,71%	Female
	Gestures	74,18% > 70,71%	Female
Mean Score		75,74% > 73,45%	Female

Based on the table above, it was found out that female and students' perception toward caricature humor was 78,72% > 76,96% which was categorized as positive perception, female and male perception toward a short story / humorous anecdote was 78,62% > 78,39 which was categorized as positive perception, female and male perception toward special humor was 73,76% > 74,76 which was categorized as positive perception, female and male perception toward performance was 74,04% > 69,17% which was categorized as positive Perception, female and male Perception toward pantomime humor 75,11 > 70,71 which was categorized as positif, female and male perception toward gestures humor 74,18% > 70,71 which was categorized as positive. Furthermore, the general perception of the female and male students' toward the humor on learning English was 75,74% > 73,45% which was also categorized as positive perception. The table above only shows the total score of the female and male who answer the questionnaire. However, the female and male perception cannot be concluded just from the table above. Furthermore, the female and male perception was analyzed based on the types of humour in learning. They are Planned Humor and Unplanned Humor. It can be concluded that both male and female students have positive perception toward humor in teaching English. However, the female students have a slightly better perception than the male students.

Data Analysis

In this section, the data from the questionnaire was analyzed according to the types of of humour in learning as follow:

Students' Perception of Using Humor in Teaching English Class

1. Caricature Humor

There were 4 items of this type of humor which were number 1-4. There were 2 positive items and 2 negative items. The data from the questionnaire can be viewed on the table below:

Table 5. Students' Perception of Humour in Learning
(Caricature Humor)

Number of Items	Types of Humor	Alternate Options					Perception
		5	4	3	2	1	
1	Caricature Humor	29	35	9	1	1	78,07%
2		18	32	18	5	2	
3		26	33	12	3	1	
4		15	29	17	11	3	
Percentage		29,33%	43,00%	18,67%	6,67%	2,33%	

It was found that the students perception toward humor in learning especially caricature humor was 78,07%. This means that the students' perception was positive since it was between score range 61%-80%.

2. *A short story / Humorous anecdote*

There were 4 items that are about this indicator. They are number 5-8 which consisted of 2 positive items and 2 negative items. The data from the questionnaire related to this result are as follows:

Table 6. Students Perception toward Humour in Learning
(A short story / Humorous anecdote)

Number of Items	Types of Humor	Alternate Options					Perception
		5	4	3	2	1	
5	A short story / Humorous anecdote	29	37	6	2	1	78,53%
6		17	37	13	5	3	
7		37	30	6	1	1	
8		15	24	15	14	7	
Percentage		32,67%	42,67%	13,33%	7,33%	4,00%	

It was found that the students perception toward humor in learning especially A short story / Humorous anecdote was 78,53%. This means that the students' perception was positive since it was between score range 61%-80%.

3. *Special Humor*

There were 3 items that are about this indicator. They are number 9-11 which consisted of 2 positive items and 1 negative items. The data from the questionnaire related to this result are as follows:

Table 7. Students Perception toward Humour in Learning
(Special Humor)

Number of Items	Types of Humor	Alternate Options					Total
		5	4	3	2	1	
9	Special humor	17	28	21	7	2	74,13%
10		13	24	23	11	4	
11		27	30	12	5	1	
Percentage		25,33%	36,44%	24,89%	10,22%	3,11%	

It was found that the students perception toward humor in learning especially Special Humor was 74,13%. This means that the students' perception was positive since it was between score range 61%-80%.

4. *Performance Humor*

There were 6 items of this type of humor which were number 12 ,13, 14, 18, 19,22. There were 3 positive items and 3 negative items. The data from the questionnaire can be viewed on the table below:

Table 8. Students' Perception of Humour in Learning
(Performance Humor)

Number of Items	Sub Indicators	Alternate Options					Perception
		5	4	3	2	1	
12	Performance	15	26	20	10	4	72,22%
13		21	35	16	2	1	
14		22	35	12	6	0	
18		14	21	23	13	4	
19		14	33	20	6	2	
22		17	14	17	18	9	
Percentage		22,89%	36,44%	24,00%	12,22%	4,44%	

It was found that the students perception toward humor in learning especially performance humor was 72,22%. This means that the students' perception was positive since it was between score range 61%-80%.

5. Pantomime Humor

There were 2 items of this type of humor which were number 15 & 21. There were 1 positive item and 1 negative item. The data from the questionnaire can be viewed on the table below:

Table 9. Students' Perception of Humour in Learning
(Pantomime Humor)

Number of Items	Sub Indicators	Alternate Options					Perception
		5	4	3	2	1	
15	Pantomime	17	30	19	7	2	73,47%
21		17	27	20	9	2	
Percentage		22,67%	38,00%	26,00%	10,67%	2,67%	

It was found that the students perception toward humor in learning especially pantomime humor was 73,47%. This means that the students' perception was positive since it was between score range 61%-80%.

6. Gestures Humor

There were 3 items of this type of humor which were number 16, 17, 20. There were 2 positive item and 1 negative item. The data from the questionnaire can be viewed on the table below:

Table 10. Students' Perception of Humour in Learning (Gestures Humor)

Number of Items	Sub Indicators	Alternate Options					Perception
		5	4	3	2	1	
16		15	37	17	4	2	
17	Gestures	15	31	22	6	1	73,69%
20		17	24	20	12	2	
Percentage		20,89%	40,89%	26,22%	9,78%	2,22%	

It was found that the students perception toward humor in learning especially gestures humor was 73,69%. This means that the students' perception was positive since it was between score range 61%-80%

Based on the analysis of the data above, it was found out that students have positive perception towards the types of humor that were used in the learning. The result was concluded on the table below:

Table 11. Students' Perception toward Humour in Learning English

Indicators	Sub Indicators	Percentage	Interpretation
	Caricature Humor	78,07%	Positive
Planned Humor	A short story / Humorous anecdote	78,53%	Positive
	Special Humor	74,13%	Positive
Unplanned Humor	Performance	72,22%	Positive
	Pantomime	73,47%	Positive
	Gestures	73,69%	Positive
Mean Score		450,29% : 6 = 75,05 %	Positive

It can be concluded that the students' perception toward humor in learning English was 75,05% which is in the score range between 61%-80%. This means that the students' perception was in positive category.

The Different of Female and MALE STUDENTS' Perception of Using Humor in Teaching English Class

Female Students

There were 47 female students who responded to the questionnaire. The result of the questionnaire can be viewed on the table below:

Table 12. The Result of Female Students' Perception of Using Humor in Teaching English Class

Number of Items	Types of Humor	Alternate Options					Perception	Description
		5	4	3	2	1		
1		19	20	6	1	1		
2	Caricature Humor	12	19	13	2	1	78,72%	Positive
3		19	17	8	2	1		
4	A short story / Humorous anecdote	12	16	12	5	2	78,62%	Positive
5		18	21	6	1	1		
6		13	22	8	2	2		
7		24	17	4	1	1		
8	Special Humor	12	14	6	9	6	73,76%	Positive
9		11	14	16	4	2		
10		9	14	14	7	3		
11		19	18	5	4	1		
12		12	19	7	7	2		
13		17	19	8	2	1		
14	Performance	17	20	7	3	0	74,04%	Positive
18		10	15	14	6	2		
19		11	18	14	2	2		
22	Pantomime Humor	13	6	10	11	7	75,11%	Positive
15		13	16	12	5	1		
21	Gesture Humor	11	19	13	3	1	74,18%	Positive
16		11	24	8	2	2		
17		11	15	16	4	1		
20		13	13	12	8	1		
		Mean Score					75,74%	Positive

It was found that the female students perception toward humor in learning was 75,74%. This means that the students' perception was positive since it was between score range 61%-80%.

Male Students

There were 28 male students who responded to the questionnaire. The result of the questionnaire can be viewed on the table below:

Table 13. The Result of Male Students' Perception of Using Humor in Teaching English Class

Number of Items	Types of Humor	Alternate Options					Perception	Description
		5	4	3	2	1		
1		10	15	3	0	0		
2	Caricature Humor	6	13	5	3	1	76,96%	Positive
3		7	16	4	1	0		
4		3	13	5	6	1		
5	A short story / Humorous anecdote	11	16	0	1	0	78,39%	Positive
6		4	15	5	3	1		
7		13	13	2	0	0		
8		3	10	9	5	1		
9	Special Humor	6	14	5	3	0	74,76%	Positive
10		4	10	9	4	1		
11		8	12	7	1	0		
12	Performance	3	7	13	3	2	69,17%	Positive
13		4	16	8	0	0		
14		5	15	5	3	0		
18		4	6	9	7	2		
19	Pantomime Humor	3	15	6	4	0	70,71%	Positive
22		4	8	7	7	2		
15		4	14	7	2	1		
21	Gesture Humor	6	8	7	6	1	72,86%	Positive
16		4	13	9	2	0		
17		4	16	6	2	0		
20		4	11	8	4	1		
		Mean Score					73,81%	Positive

It was found that the male students perception toward humor in learning was 73,64%. This means that the students' perception was positive since it was between score range 61%-80%.

DISCUSSION

Several things can be noted down related to the students' perception of using humor in teaching English at class SMAN 2 Tiltang Kamang. To find the result of the research, data are analyzed using percentage and mean formula. From the finding of the research, it showed the students' perception of using Humor in Teaching English at class SMAN 2 Tiltang Kamang in the academic year 2020/2021 can be divided into six categories:

Planned Humor

Planned humor is humor that is planned for learning by using a variety of learning resources that allows the trigger to laugh in students. It is not even necessary to have a high sense of humor, because it only takes a little ability to select and determine the humor obtained from various sources that are considered useful for learning. As for the forms of humor that might be used in learning.

Students' perception of using Humor in Teaching English at class SMAN 2 Tiltang Kamang based on the Caricatur Humor.

The Caricatur Humor is one of the types of humor. According to Darmansyah, Caricature humor is humor made in the form of funny caricature images. Whether it is with words or not. If seen or seen will tickle us to laugh. The higher the level of cuteness, the stronger the image tickles people laugh. In this study, this aspect relates to students' perceptions of the use of humor in teaching English in the classroom. This is in accordance with Hidayat's opinion which states that humor in cartoons has humor and is able to convey stories. In this research, the students answered the statement about caricature humor 78,07%. Its interpretation was the "positive" category.

Students' perception of using Humor in Teaching English at class SMAN 2 Tiltang Kamang based on the A Short story/Humorous anecdote.

The A short story/Humorous anecdote is the second aspect in the perception. According to Darmansyah, A short story / humorous is a short story or anecdote that contains humor. His/her humor level is also seen in his absurdity, strangeness, shock, stupidity, foolishness, clumsiness, contradiction, mischief. According to the type of humor in the form of writing, the cuteness that is raised is through words. Both the meaning contained therein, and the form of words used, such as puns, strange words, and others. Short story is humorous statement that designto play on the multiple meaning of word. Pollack said Puns is a special form of humor based on double meaning. Puns is an entertaining word guessing game. In this research , the students answered the statement about A short story 78,53%. Its interpretation was the "positive" category.

a. Students' perception of using Humor in Teaching English at class SMAN 2 Tiltang Kamang based on the Special humor designs on teaching materials.

Special humor designs on teaching materials is the third aspect in the types of humor. According to Darmansyah , Associated with this particular design of humor it can be seen what Sheinowitz states "The elements of humor can be included in exam questions, syllabus, examples designed to contain humor and so on". It can be stated that humor is included in learning through cartoon form teaching materials, statements with answers that contain humor, writing text lessons that have a humorous level, and many other ways that can be used as techniques for inserting humor in learning. Miller said that humorously designed teaching materials increase students' understanding of the topic and who show that the learning results of students can be increased by humorous teaching materials. In this

research, the students answered the statement about Special humor design on teaching materials 74,13%. Its interpretation was the "positive" category.

Unplanned Humor

According to Darmansyah, this humor was unplanned. It came so suddenly. It is also situational. This humor appears spontaneously, both from teachers and students. This humor can be spontaneous and triggered by a variety of creativity in learning. This type of humor can't be done by everyone. Teachers who do not have a high sense of humor may find it difficult to use humor in the classroom. Because it is spontaneous, it requires teachers and students in the class to be able to seize every opportunity that exists. It's depend on performance, pantonnim, gestures. Englert said unintentional or unplanned humor, in this case the teacher did not intend to be funny, but the students found his/her behavior to be humorous. In this research, the students answered the statement about unplanned humor consist three categories, performance, pantonim, and gestures 73,12%. Its interpretation was the "positive" category.

Different female students perception of using humor in teaching English at class

According to Herien , Gender is the difference between male and female in roles, functions, rights, responsibilities, and behaviors shaped by social, cultural and customary values customs of community groups that can change according to time and conditions local. Responsibilities and behaviors shaped by social, cultural values and customs of community groups that can change according to time and local conditions. There are differences between male and female in perceiving the humor. When perceiving the humor, males have been shown to appreciate and use most, but not all, types of humor more than do females. Gender differences are more striking when the type of humor considered is negative or offensive. Males, for example, perceived sexual jokes and insult jokes to be funnier than did females, and were less offended by racist and sexist jokes than were women. Also, men reported greater enjoyment and use of sexual and insult humor than did females. Wayne said, negative and offensive humor is used and enjoyed by males more than females, making such communications expected from males thus more likely to be accepted. Besides, Coopert et al added, there is some evidence that female students perceive certain subjects to be more offensive than male students do. Studies have shown that female students are less tolerant of jokes about male or female stereotypes that are crude or profane and female students are less likely than male students to enjoy sexual humor. It means that female don't like humor that offends and demeans female. McGhee said that sarcastic humor is considered as not appropriate to use in learning environment. There is a clear line between playful and offensive kidding. In this research, the students answered the statement about female Perception of using humor in teaching English at class 75,74%. Its interpretation was the "positive" category

Different male students perception of using humor in teaching English at class

According to Herien , Gender is the difference between male and female in roles, functions, rights, responsibilities, and behaviors shaped by social, cultural and customary

values customs of community groups that can change according to time and conditions local. Responsibilities and behaviors shaped by social, cultural values and customs of community groups that can change according to time and local conditions. There are differences between male and female in perceiving the humor. When perceiving the humor, males have been shown to appreciate and use most, but not all, types of humor more than do females. Gender differences are more striking when the type of humor considered is negative or offensive. Males, for example, perceived sexual jokes and insult jokes to be funnier than did females, and were less offended by racist and sexist jokes than were women. Also, men reported greater enjoyment and use of sexual and insult humor than did females. Wayne said, negative and offensive humor is used and enjoyed by males more than females, making such communications expected from males thus more likely to be accepted.

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Based on the finding above, it was found that the students' perception toward the humor in learning English was in positive category. This finding support the theory from cooper et al & Hartono, they said that there are 3 main advantages of using humor (Katelyn M. Cooper, 2018). They found that the majority of students reported that an instructor's use of funny humor caused them to pay either a little more or a lot more attention to course content. They found, an instructor's use of funny humor in learning increased instructor relatability for student. Last, they said that instructor use of funny humor increased most students' sense of belonging to the course. The result of this research showed that the students also had positive perception toward the usage of humor in the English teaching class.

CONCLUSION

Based on the finding and discussion that have been presented in the previous chapter, the researcher concludes that:

1. Students' perception of using using humor in teaching English class based on the planned humor there is consist three aspect, caricature humor, a short story, and special humor has a positive category. It can be seen based on the total percentage gotten in the previous chapter was 76,91% total percentage. This result showed that students had a positive perception, so they supported the using humor in teaching English class. It was gotten by sum the total percentage of each aspect then divided the sum of the aspect
2. Students' perception of using humor in teaching English class based on the Unplanned humor there is consists three aspect, performance, pantomime, and gestures has positive

category. It can be seen based on the total percentage gotten in the previous chapter was 73,12% total percentage. This result showed that students had positive perception. It meant that students supported the using humor in teaching English class. It was gotten by sum the total percentage of each aspect then divided the sum of the aspect.

3. The difference female and male students' perception of using humor in teaching English lecturer based on the female aspect has positive category. And male perception of using humor in teaching English class has positive category. It can be seen based on the total percentage gotten in the previous chapter was 75,74% >73,81 total percentage. This result showed that students also had positive perception. It meant that students supported the using humor in teaching English class. It was gotten by sum the total percentage of each aspect then divided the sum of the aspect.

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