

CHAPTER I INTRODUCTION

A. Research Background

A human living in the world needs to have knowledge, skills, and good ethics to become a quality social being. Those three things can be achieved through formal education, non-formal education, and informal education¹. Education is a deliberate attempt to improve one's knowledge, abilities, and morality. Education also can develop self-potency, creativity, and good character. Education is critical for success in life, particularly in education language.

Language is a method of communicating among people with others. Humans interact to build social relationships and exchange their ideas. In addition to using Indonesian, English also needs to be mastered to keep up with the times. Moreover, mastery of English is a must. In Indonesia, English is an important subject in the curriculum. The students must master four aspects of language, namely pronunciation, grammatical, fluency, and vocabulary aspects. These four aspects are acknowledged in four language skills, namely listening, writing, speaking, and reading.² Particularly for those skills, it is being used in any aspect of global literature.

From those skills, speaking is considered more difficult than language skills because it includes various components that must be mastered by students. Most students lack vocabulary mastery, never try to communicate in English class, are shy, and rarely take an active role in the learning process. In addition, other factors influencing speaking skills are the strategies or methods used by the teacher when teaching in class. The selection of learning methods and learning strategies is an important point of teaching in the classroom. Teachers must choose the material and use them properly and correctly. Good teaching and good communication are also important elements to make the class productive and favorable.³ So, if the situation in the classroom can be comfortable, attractive, and efficient, students are expected to be able to absorb the material taught by the teacher in the

¹ Masrukhin, *Manajemen Pendidikan*. (Kudus: Media Ilmu.2017), p.1.

² Idham Syahputra, "*Strategi Pembelajaran Bahasa Inggris Sebagai Bahasa Asing Dalam Meningkatkan Kemampuan Berbahasa Siswa*", vol. 17 No. 1 (2006), p. 127.

³ Yusi Andriyani, Thesis: "*An analysis of Teacher's Humor Use in EFL Classroom*" (Salatiga: IAIN, 2016), p 1

classroom. Using the right method can motivate students to achieve the goal of learning.

Interaction and communication influence the effectiveness of learning.⁴ Teachers must be able to make the learning atmosphere that was boring becomes more enjoyable.⁵ Fun learning can be created through various learning strategies, for example using the humor learning strategy. One of the elements of humor is to make it simpler for a person to interact with their environmental factors.⁶ Learning strategies with humor strategy can captivate students' attention, help overcome physical and mental fatigue in learning, facilitate communication and interaction, help reduce boredom, and relieve tension in class.

Communication and interaction among teachers and students are the most potent activity that allows making an exciting atmosphere in the classroom.⁷ Using a humor strategy is one of the ways to make good interactions between students and teachers. The teacher can enter the world of students through expressions of humor.⁸ Humor can be used to streamline learning in the classroom and as the key to teacher success in teaching.

Unfortunately, Humor in learning is said to be uncommon in Indonesia, especially in scientific and intellectual circumstances. The capacity for humor in our general public is only for amusement reasons. This is a result of why not many educational practitioners are interested in studying and practicing it in the classroom. There are rarely teachers who use humor in teaching. However, based on an interview one of the students in Islamic Vocational High School Al-Hikmah 2 Welahan said that there was an English teacher who used humor strategy in teaching.⁹ The teacher likes to make students laugh and feel comfortable in class. Based on this interview, the researcher

⁴ Darmansyah, *Strategi pembelajaran menyenangkan dengan Humor* (Jakarta : PT Bumi Aksara, 2018), p 82.

⁵ Darmansyah, *Strategi pembelajaran menyenangkan dengan Humor* (Jakarta : PT Bumi Aksara, 2018), p 13.

⁶ Ayu fitriani, Nurul Hidayah, "Kepekaan Humor dengan Depresi pada Remaja Ditinjau dari Jenis Kelamin", vol. IX No.1 (2012) p 81.

⁷ Dzakia Tunnisa, Murni Mahmud, Kisman Saluja, "Investigating Teacher's Sense of Humor in Indonesia", Vol. 3 No.2 (Oktober, 2019), p 99.

⁸ Darmansyah, *Strategi pembelajaran menyenangkan dengan Humor* (Jakarta : PT Bumi Aksara, 2018), p 83.

⁹ Interview with Rahma Anzelia Fitri as a student of Islamic Vocational High School Al-Hikmah 2 Welahan on November 2, 2021, at 09.45 am.

wants to further analyze how the implementation of humor strategy to improve speaking skills, what the obstacle is, and what the solution used to overcome the obstacle in the implementation of humor strategy to improve speaking skills.

For this reason, the researcher would like to make research about humor in the classroom entitled "**THE IMPLEMENTATION OF USING HUMOR STRATEGY TO IMPROVE SPEAKING SKILL AT ISLAMIC VOCATIONAL HIGH SCHOOL AL-HIKMAH 2 WELAHAN**". So, readers are required to exploit the humor technique and have the option to apply it in showing English which is acceptable for students.

B. Research Focus and Scope

This research just covers a set number of understudies for the subject of study. The focus of the research is on how to improve students speaking skill using the Humor strategy during learning English to create an effective learning process. The population of this research is twelve-grade students of Islamic vocational high school al-hikmah 2 welahan. The researcher took only students of XII AKL 1 grade in Islamic Vocational High School Al-Hikmah 2 Welahan.

C. Research Questions

According to the background above, the researcher supply as follows:

1. How is the implementation of the Humor strategy to improve speaking skill at Islamic Vocational High school Al-Hikmah 2 Welahan?
2. What obstacle is encountered in the implementation of the Humor strategy to improve speaking skill at Islamic Vocational High school Al-Hikmah 2 Welahan?
3. What are the solutions used to overcome the obstacle in the implementation of Humor strategies to improve speaking skill at Islamic Vocational High school Al-Hikmah 2 Welahan?

D. Research Objectives

Based on the problems above, the research is aimed to:

1. To define the implementation of Humor strategies to improve speaking skill at Islamic Vocational High school Al-Hikmah 2 Welahan.

2. Get obstacles are encountered in the implementation of Humor strategies to improve speaking skill at Islamic Vocational High school Al-Hikmah 2 Welahan.
3. To understand the solution used to overcome obstacles in the implementation of Humor strategies to improve speaking skill at Islamic Vocational High school Al-Hikmah 2 Welahan.

E. Research Significances

This research is relied upon to give benefits, both theoretically and practically :

1. Theoretical benefits :
 - a) To deliver new information on learning English in the classroom with humor strategies.
 - b) Particularly useful for the management of education in improving teaching activities, especially for English education for improving speaking skill.
 - c) As suggestions and input in improving students speaking skill in English lessons.
 - d) With this research, it is hoped that it can be useful especially for the researcher to increase knowledge.
 - e) In general, may be used as a basis for consideration for researchers for further research.
2. Practical benefits :
 - a) For Educators

This research is very useful for educators in choosing strategies and English learning strategies. So, in preparing teaching programs more effectively and able to solve problems faced in the learning process.

- b) For students

This research of this study is very useful for students, especially in improving speaking skill in English lessons and learning English with fun.

- c) For Islamic Vocational High School Al-hikmah 2 Welahan

This research can be used as a benchmark for students speaking skill in learning English at Islamic Vocational High School Al-Hikmah 2 Welahan.

F. Definition of Key Terms

1. Implementation

Implementation is a planned activity, not just an activity. Implementation is carried out strictly based on the reference of

certain norms to achieve the objectives of the activity. So implementation serves as an individual public action directed at goals and set in decisions, ensures the implementation, and provides practical results for others.

2. Humor

Humor is the ability to accept, enjoy and display something funny. Humor in learning is communication carried out by the teacher by using the insertion of language words and pictures that can tickle students to laugh. The pieces used can be in form of short stories, caricatures, or jokes that can stimulate the creation of a relaxed, cheerful and fun atmosphere in learning.

3. Speaking skill

Speaking skill is the skill of producing the flow of the articulation sound system to deliver their opinion, suggestion, information, and feeling to others. Speaking isn't always produced with no aggregate of language skills, however, it is concerned through several skills.

4. Learning strategy

Learning strategy is defined as a pattern of learning activities that the teacher chooses and uses contextually according to the characteristics of the student's school conditions.¹⁰ Choosing a good strategy will result in good teaching and learning activities as well.

G. Organization of Thesis

In writing this research, the writer divides it into five chapters. The systematic organized as follows:

1. Chapter I Introduction

This chapter presents six sections including Background of the Research, Focus of the research, Formulation of the problem, Objectives, Benefit of the Research, and paper organization.

2. Chapter II Literature Review

This chapter presents the consequence of the analysis inquiry on hypotheses that incorporate the idea of the English Language, speaking skills, and humor. It gives the peruse

¹⁰ Idham Syahputra, "*Strategi Pembelajaran Bahasa Inggris Sebagai Bahasa Asing Dalam Meningkatkan Kemampuan Berbahasa Siswa*", vol. 17 No.1 (2006), p 129.

speculations that they need to understand this current investigation.

3. Chapter III Research Methodology

In this part, there would be research configuration, test, data collection, data instrument, and data analysis. The most effective method to take care of the body of this exploration by the information is clarified here. Many data that are needed by the researcher are collected and analyzed in this part.

4. Chapter IV Finding and Discussion

The findings display all results of the data analysis. The research questions meet the responses in this section. To make it more clear for the readers, the researcher conveys the discussion of the discoveries.

5. Chapter V Conclusion And Suggestions

This chapter includes the origin and the development of the homograph. To keep away unclear descriptions, the researcher likewise presents elements affecting the difference in homograph implications and structure.