

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Implementation

Implementation is an application of something of a match between two or more things. Implementation is the source of actions, activities, or the mechanism of a system.¹ In this implementation, it is not only with its activities but also a concrete action that is planned for the achievement of a goal, namely an application of something because of the conformity between two or more things. Implementation is the process of achieving the implementation of decisions. In addition, implementation is also known as activities that are interconnected reciprocal processes between goals and things that must be done to be able to achieve them by requiring an effective implementing network.²

According to Wahab, implementation is the process of moving towards policy goals by means of administrative and political steps. Implementation also provision of means to carry out something that has an impact or effect on something.³

From the explanations above, it shows that 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 Strategy

a. Definition of Humor

The existence of humor is believed to have existed since humans know the language. Humor comes from the Latin word *umor* which means liquid. Since AD 400, the ancient Greeks thought that the human mood was determined by

¹ Guntur, Setiawan, "*Impelementasi dalam Birokrasi Pembangunan*", (Jakarta: Balai Pustaka, 2004) p.31

² Guntur, Setiawan, "*Impelementasi dalam Birokrasi Pembangunan*", (Jakarta: Balai Pustaka, 2004) p.39

³ Abdul Wahab, Solichin, "*Pengantar Analisis Kebijakan Publik* ", (Malang: Universitas Muhammadiyah Malang Press, 2008) p. 187

four kinds of fluids in the body, namely sanguis, phlegm, choler, and melancholy.⁴ The balance of these amounts affects mood. Each liquid has its characteristics in influence each person.

The theory of the liquid is the first attempt to explain something called humor. But in this rapid development of the times, there are many opinions about the definition of humor that refers to the meaning of humor as is commonly intended, which has to do with something that makes people laugh.

A standard meaning of humor is in reality difficult to define.⁵ There are many definitions of humor. First, as quoted by Sheinowitz explains humor in various senses, among which is something meant to cause laughter and entertainment. The ability to perceive, enjoy or express what is amusing, comical incongruous, or absurd.

According to Dermansyah, humor is an ability to accept, enjoy, and display something funny, or odd that is entertaining.⁶ By seeing something, people will feel tingled and laugh. Then, as quoted by Bakar and Umar humor is a capacity to make individuals chuckle by monitoring what others discover interesting. It can be gathered that humor is something that can be learned and rehearsed by anybody, including teachers.

As stated in Wanzer et al. humor is communication behavior we recognize from personal experience that can be used competently or incompetently.⁷ In keeping with Didik humor is something funny that can cause a stir of laughter.⁸ Making people laugh can not only be done with words but can also be done with actions or through an image. Humor is a form of communication that can convey many things. In the process

⁴ Diedek Rahmanadji, "*Sejarah, Teori, Jenis, Dan Fungsi Humor*", No. 2 (2007) p.213.

⁵ Muthi'ah, Syamsul Arif Galib, "*Student's Perception On The Use Of Humor In English Teaching Process* ", Vol. 6 No. 1 (June 2020), p 112.

⁶ Dermansyah, *Strategi pembelajaran menyenangkan dengan Humor* (Jakarta : PT Bumi Aksara, 2018), p 66.

⁷Melissa Bekelja Wanzer et al., "Appropriate and Inappropriate Uses of Humor by Teachers", Vol.55 No.2,(October 2014),p.180.

⁸ Diedek Rahmanadji, "*Sejarah, Teori, Jenis, Dan Fungsi Humor*", No. 2 (2007) p.215.

of communication, humor leads us to a comfortable, interesting, and effective communication situation and can have a good effect, humor can build relationships, reduce social tensions, and present the other side of the message.⁹

From the definitions above, can be concluded that the definition of humor is comforting, causing people to be tickled and laugh at one's actions, words, pictures, and behaviors. Humor can help reduce social tension, provide comfort and be able to build good relationships. Humor is a good method of communication to create comfort and attract interlocutors in the communication process.

b. Benefits of Humor

There are many benefits of humor in learning. According to Darmansyah, he stated the benefits of humor in learning are as follows :¹⁰

- 1) Humor to attract students' attention or direct students' focus on learning materials.
- 2) Humor helps reduce boredom in learning.
- 3) Humor can melt tension in the classroom.
- 4) Humor helps overcome physical and mental fatigue in learning. The most effective are drowsiness, stress, and lack of enthusiasm for learning.
- 5) Humor facilitates communication between teachers and students.
- 6) Humor makes interesting learning.
- 7) Humor strengthens memory.

Quoted from the thesis by Yusi Andriyani, Berk states that there are advantages of humor when it is utilized in instructing and learning process.¹¹ Humor can further develop working mental, further develops critical thinking, support receptivity, work with a positive state of mind, can create a cooperative classroom, and reduce the negative enthusiastic outcomes of nervousness, stress, and pressure.

⁹ Hendri Prasetya, “*Komunikasi Humor Mengekspresikan Frustrasi Tanpa Konfrontasi*”, *Wacana Tahun V* No 21(2007). p.31

¹⁰Darmansyah, *Strategi pembelajaran menyenangkan dengan Humor* (Jakarta : PT Bumi Aksara, 2018), p 10

¹¹ Yusi Andriyani, Thesis: “ *An analysis of Teacher’s Humor Use in EFL Classroom*” (Salatiga: IAIN, 2016), p 1

c. **Function of Humor**

Furthermore, the function of humor is divided into several parts. According to Nilsen as quoted by Wahyuni includes:

a. Physiology

Humor can divert a person's internal chemicals and have a very large effect on a person's system including the nervous system and immune system. Physiological functions include joy, relaxation, and healing.

b. Psychology

Humor is effective in helping a person in distress. The ability to see humor in situations can be used to overcome crises in life. Psychological functions contain relief, ego defenses, overcoming, and acquiring status.

c. Education

Humor causes a person to be more alert. Therefore humor is not the main factor for the implementation of learning, but humor is an important learning tool. In addition, humor is an effective tool to bring a person to listen to the conversation and is a good persuasive tool. The educational function consists of arguing and persuading effective teaching, and long-term memory of learning.

d. Social

Social functions include ties with people that such as promoting, social stability and promoting social change. Humor can also make a person more familiar than usual.¹²

d. **Types of Humor**

Generally, according to Diedik Rahmanaji as quoted from Arwah Setiawan humor can be separated into three forms, there are personal humor, humor in a relationship, and humor in the art.¹³ Personal humor is humor or proclivity to laugh at oneself. For example, someone laughs when he sees a tree that looks like a person is defecating.

¹² H. Douglass Brown. "*Language Assessment: Principles and Classroom Practice*".

(California: Longman, 2003), p. 141

¹³ Diedek Rahmanadji, "*Sejarah, Teori, Jenis, Dan Fungsi Humor*", No. 2 (2007) p.214.

Humor in relationships is joking with friends or inserting humor into a speech or public lecture. And humor in the art can be divided into namely behavioral humor, graphic humor, and humor literature. Behavioral humor is humor that is produced from a person's behavior. For example comedy, humor dance, and funny pantomime. Graphic humor is humor that is produced from images. For example cartoons, caricatures, funny photos, and funny statues. And Humor literature is funny short stories, essays, jokes, etc.¹⁴

But according to Sheinowitz, humor in learning is divided into two types. It's planned humor and unplanned humor.¹⁵ Planned humor is humor that is planned for learning by using various learning resources that allow the triggering of laughter in learners. Planned humor does not require teachers to be creators, humor designers, and master good humor techniques even though teachers are not required to have a high sense of humor. It only takes a little ability to choose a source of humor and make the classroom atmosphere fun and create excitement in learning. Several forms of humor can be used in learning. Planned humor is divided into several parts. There is a caricature of humor, short stories, and design humor specifically in teaching materials. Caricature humor is humor that is created in a funny caricature image. This caricature usually uses funny words inside. It can reduce stress and boredom among students. Short stories or humor anecdotes are short stories with some humor in them. It is usually seen as stupidity, weirdness, and disgust of short stories. And design humor specifically in teaching materials included in the study through questions with answers that contain humor, writing the text of lessons that have humor, and many ways that can be used in humor strategy in learning.

The second humor is unplanned. Unplanned humor is spontaneous, both from teachers and students. This humor is perfect for teachers who have a high sense of humor. On the contrary, this humor will be difficult

¹⁴ Diedek Rahmanadji, "*Sejarah, Teori, Jenis, Dan Fungsi Humor*", No. 2 (2007) p.217.

¹⁵ Darmansyah, *Strategi pembelajaran menyenangkan dengan Humor*, (Jakarta : PT Bumi Aksara, 2018), p 138.

for teachers who do not have a sense of humor. It is not easy to create humor, especially in a learning atmosphere. But if the teacher can use this humor well then it will be very helpful for students in class. This humor is highly recommended for teachers who have a sense of humor because it is suitable for them.

Furthermore, according to Wanzer et.al, there are two types of humor in the classroom, namely appropriate humor, and inappropriate humor.¹⁶ And in this research, the researcher focus on this type. There are the explanations:

a. Appropriate humor

Appropriate humor includes any humor used by the teacher that is related to the material in the learning. This humor includes positive humor because it can reduce tension in the classroom. Appropriate humor is grouped into four types, there are:

a) Related humor

This humor is related to classroom topics. It can include jokes, stories, teacher performances, examples, role play, or teacher-used humor related to the material that involved wordplay or creative language.

b) Unrelated humor

This humor included any humor used by the teacher that did not relate to classroom topics, but it does have a benefit or purpose in the classroom. The teacher lets students relax and avoid boredom in the classroom. It can include small talk, personal stories, jokes, and self-disclosure. The teacher can also make students comfortable, and this could be a good time for teachers to build relationships between teachers and students.

c) Self-disparaging humor

This type of humor includes jokes and uses stories, or comments, which criticize or belittle the teacher. The teacher can make fun of himself, tell embarrassing stories, or make fun of

¹⁶ Melissa Bekelja Wanzer et al., "Appropriate and Inappropriate Uses of Humor by Teachers", Vol.55 No.2,(October 2014),p.174.

mistakes made in class. Allowing students to expand on humor in the classroom shows that the students feel happy and comfortable because the teacher allows the potential for students to use humor in the classroom.

d) Unplanned humor

This type of humor can be identified when the teacher did not mean to be funny, however, the students viewed the teacher's action to be humorous. Examples are accidental jokes and mistakes.

b. Inappropriate humor

This humor is negative because it can be hurtful and offensive. This humor is intended to discriminate, encourage negativity among students, belittle, and ridicule. Irrelevant humor used in the classroom does not support learning, so the teacher is not expected to use this type of humor. Examples are teasing, sexual humor, irony, and ethnic humor.

e. Humor in Classroom

Since humor provides benefits for learning, many researchers advise teachers or lecturers to teach in a class by using the humor strategy. However, the use of humor in the classroom is still not much done. Humor can prevent someone from excessive boredom. Boredom in the classroom can be prevented by how the teacher is teaching class, namely by using a humor strategy in each interaction. Humor can also be used by students to reduce distress during the exam. It can help learners to reduce anxiety and nervousness in strange or awkward situations.

Humor gives a positive impact on the outcomes of the students. It could be the increase in achievement level. Humor can help learning come to life. Students generally like teachers who entertain and attract attention and will understand the teaching materials they learn. In addition, humor also makes communication between teachers and students open. Students can ask questions that are difficult to solve and the teacher quickly learns them at the same time will help find a solution. Humor can also create an atmosphere of harmonious relationships. The situation

makes students uneasy and increases confidence.¹⁷ There are the guidelines for using humor in a classroom according to a journal of instructional pedagogies:

- 1) The humor must be suitable for the topic and situation.
- 2) It must fit with the instructor/teacher.
- 3) Avoid sarcasm and put-down.
- 4) Don't be afraid of being funny and lighten up on yourself.
- 5) It should never be directed to a group or individual.
- 6) Don't be afraid to experiment or even fail.

As quoted by Power in Darmansyah's book, here are the guidelines for applying humor to the classroom:¹⁸

- 1) Humor should not be hurtful or offensive. The instructor should consider the tone, content, intent, and situation.
- 2) Don't be afraid to be funny. The students usually feel fear and shyness. Then the instructor or the teacher should be the model. If the teacher shows no fear and embarrassment, the students will imitate that attitude.
- 3) Make humor relevant. Humor will be the most useful tool if it is linked to the content being studied. There are three steps to linking humor to the content. First, the instructor or the teacher explains to the students without humor. Second, give a humorous example or demonstration. The last, the teacher summarizes the information and relates it to the humorous event.
- 4) Act it out. When the teacher teaches without any visual/audio, the other strategy is to act it out.
- 5) Use clips from movies or television shows.
- 6) Try music. Using music from time to time can ease the tension in the Upcoming classes for students and teachers.
- 7) Classroom management.
- 8) Test and quizzes. Using humorous examples in exams and quizzes may reduce the tension and anxiety of the students.
- 9) Use yourself as an example.

¹⁷ Darmansyah, *Strategi pembelajaran menyenangkan dengan Humor* (Jakarta : PT Bumi Aksara, 2018), p 81.

¹⁸ Darmansyah, *Strategi pembelajaran menyenangkan dengan Humor* (Jakarta : PT Bumi Aksara, 2018), p 82.

- 10) Use stories and comments from students.
- 11) Be yourself. It means that the instructor or the teacher should choose the humor which fits them.

3. Speaking Skills

a. Definition of 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.¹⁹ According to Jo McDonough and Christopher, speaking isn't always the oral manufacturing of written language, however, consists of learners with the mastery of a huge range of sub-skill that are delivered together to help speaking skills.²⁰ In different words, speaking isn't always produced with no aggregate of language skills, however, it is concerned through several skills.

For the explanation above, speaking skills are an important skill to be dominated when someone learns English. As human beings, we should be capable of utilizing English as good as possible to make a comprehensible situation in speaking. Speaking doesn't just make sound by the discourse organs but thoughts and feelings.

b. The Components of Speaking Skills

According to Vanderkevent, three parts of speaking, there are the speakers, the listeners, and the utterances. The speakers who are producing the sound. They are valuable devices to communicate to the listeners. The second is the listeners. Listeners are people who get or hear the speaker's point of view or feelings. And the last is the utterances. Utterances are words or sentences which are delivered the opinion.²¹

c. Speaking Aspects

Speaking skills aspect need to be done to learn a student's degree of efficiency and ability in speaking English. There

¹⁹ Fatimah And Ratna Dwi Kartika Sari, "*Strategi Belajar & Pembelajaran Dalam Meningkatkan Keterampilan Bahasa*", Vol.1 (2018), p.108.

²⁰ Jo McDonough and Christopher Shaw, *Materials and Methods on ELT: Second Edition A teacher's Guide*. (Oxford: Blackwell Publishing, 2003), p. 133

²¹ Azlina Kurniati, Eliwarti, And Novitri, "*A Study On The Speaking Ability Of The Second Year Students Of SMK TELKOM Pekanbaru*", (2015), p.5

are four parts of speaking that are considered by the student when speaking:²²

1. Pronunciation

In the Oxford dictionary, pronunciation is the description by which a language or sound is verbally expressed. With pronunciation will know how to make a sound from the sentences that are going to be utter.

2. Grammar

Grammar is the description by which word can change their structure and can be united into sentences in the language. In speaking English, students also need to know grammar so that they do not perform grammatical errors. It can be defined that grammar is the first lesson that a human being gets from infancy.

Based on the definition above, grammar is a rule concerning the structure of the word to form a sentence that becomes perfect. There is three basic rule in English, which are etymology, orthographic, and syntax.

3. Fluency

Fluency is the space of language capacity that is identified with the speed and straightforwardness with which language students perform in one of four language skills speaking, writing, listening, and reading.

4. Vocabulary

According to Hatch and Brown, vocabulary is a rundown or set of words that singular speakers of a language might utilize. As indicated by Hornby, vocabulary is all the words that everyone knows or uses and it is every word in a specific language. From the definition above, we can know that vocabulary is every word in a language that is familiar and utilized by an individual to speak with another one.

d. Speaking Activity Model

Brown argues that five types of speaking model activity apply to the type of oral production that students guess to do in the classroom. They are imitative, intensive, responsive, interactive, and extensive. There are the explanations:

²² Brown, H.D., *Teaching by Principles, An Interactive Approach to Language Pedagogy*. (Englewood Cliffs,2001), p 24

1. Imitative

The first type of speaking performance is the ability to simply reverse a word or expression or possibly a sentence. Although it is purely the phonetic level of oral speech production, the number of paraphrasing, lexical, and grammatical attributes of the language may be included in the performance criteria.

2. Intensive.

The second type of language speaking commonly used in the assessment. Context is the creation of short stretches of spoken language to demonstrate competence in a narrow range of grammar, phrases, vocabulary, or phonological relationships (such as intonation of a phonetic element, stress; rhythm, and interval). The speaker must be aware of the semantic properties to be able to answer, but good in interaction.

3. Responsive

Responsive assessing tasks include interaction and understanding of the test but to a somewhat limited extent of very brief conversations, the usual greetings, simple talk, and simple requests and comments.

4. Interactive

The difference between interactive and responsive speaking is in the length and complexity of the interaction, sometimes including many exchanges and or several participants. Interactions can take both forms of transactional language, to exchange specific information or exchange between individuals, to maintain social relationships. In interpersonal exchange, oral production can become a complex reality with the need to speak freely and ellipsis, slang, humor, and sociological conventions.

5. Extensive (monologue)

Extensive oral manufacturing mission includes speeches, oral presentation, and storytelling at some stage in which the possibility for oral interplay from the listener is both excessively limited (possibly to nonverbal responses) or dominated out altogether.²³

²³ H. Douglass Brown, *“Language Assessment: Principles and Classroom Practice”*.

e. The Classroom Speaking Activity

1. Acting from a script

There are two sorts of acting scripts that ought to be thought of by the teacher, playing script and acting out the dialogues. In the playing script, show the understudies as genuine acting. The job of the teacher in this action is a theater chief, causing them to notice suitable pressure, sound or intonation, and speed. In acting the dialogue, the students will be extremely helpful in case they are offered time to practice their exchange before the presentation. We can request that our students carry on scenes from plays as well as their course books, once in a while recording the outcome.

2. Communication Games

Games are intended to incite correspondence between students every now and the student has to talk to a partner to describe and draw a picture or find differences and similarities between pictures.

3. Discussion

Discussion can encourage students to speak freely without any pressure from anyone and teach students to practice the knowledge that has been gained before their friends, also can practice speaking in English.

4. Prepared Talks

A famous kind of activity is the prepared talks where the student makes a presentation on their subject decision. Because they are prepared, students possibly speak from notes rather than from a script.²⁴

5. Questionnaires

Questionnaires are helpful because. By being pre-planned, they ensure that both examiner and respondent have a comment to each other.

6. Simulation and Role Play

Simulation and role-play allow students to practice pronouncing, practice listening to another person. With this students can add a new vocabulary, as well as enjoy

(California: Longman,2003), p. 141

²⁴ Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition*, (Harlow: Pearson Education Limited, 2007), p 343.

the pleasant atmosphere without feeling burdened by the faults of speech.

4. Learning Strategies

The word strategy comes from Greek strategies, which means the art of using a plan to achieve a goal. In its original sense, the term strategy is often used in military affairs and the art of war as it relates to the planning and management of troops in achieving victory in war. Over time, the term affects non-military circles such as in the world of education. The term is applied to formulate a conscious plan, step, or action to achieve an act of learning.

As quoted by some experts in Dedeh Rohayati's journal, according to Weinstein and Mayer learning strategies are empowered behaviors and minds during the learning process to influence the learning process. According to Chamot, learning strategies are intentional techniques, approaches, or actions to facilitate learning, given the linguistics and information areas. According to Robin, learning strategies are strategies that contribute to the development of language systems that students use as well as directly influence learning. While according to Oxford, learning strategies are behaviors or actions that students use so that learning can be successful, independent, and fun.²⁵ With the opinions above, it can be concluded that learning strategies are certain actions taken by students to make learning faster, easier, fun, more remembering lessons, effective, and faster to understand students in lessons.

Many researchers group these types of learning strategies into four parts, namely cognitive, metacognitive, affective, and social. Cognitive strategies are related to thinking power in teaching and learning materials during learning. Metacognitive connect with how to deal with teaching materials when learning. Effectively related to attitudes and feelings in the teaching and learning process. While socially related to cooperation between peers and the purpose of learning.²⁶

²⁵ Dedeh Rohayati, "Analisis Strategi Pembelajaran Bahasa Dalam Pembelajaran Bahasa Inggris Sebagai Bahasa Asing (Sebuah Studi Kasus Deskriptif Di Program Studi Agribisnis)" Vol. 1 No 3 (Juli 2016), p. 269.

²⁶ Idham Syahputra, "Strategi Pembelajaran Bahasa Inggris Sebagai Bahasa Asing Dalam Meningkatkan Kemampuan Berbahasa Siswa", vol. 17 No. 1 (2006), p. 127.

B. Theoretical Framework

Speaking skill are in important skill to be dominated when someone learns English. According to Jo McDonough and Christoph, speaking isn't always the oral manufacturing of written language, however, consists of learners with the mastery of a huge range of sub-skill that are delivered together to help speaking skills.²⁷ Thus, the teacher must have a creative and good strategy in learning to make the students can improve their speaking skill. One of the learning strategy is humor strategy. Humor strategy gives a positive impact on the outcomes of the students.

According to this research, the English teacher in Islamic Vocational High School Al-Hikmah 2 Welahan using humor strategy to improve the students' speaking skill. The English teacher assumed the implementation of humor strategy could improve students's speaking skill. Humor strataegy can also create an atmosphere of harmonious relationships. The situation makes students uneasy and increases confidence.²⁸ Therefore, this study is aims to find out the implementation of using humor strategy, the obstacles ,and the solutions are overcome the obstacles for using humor strategy.



²⁷ Jo McDonough and Christopher Shaw, *Materials and Methods on ELT: Second Edition A teacher's Guide*. (Oxford: Blackwell Publishing, 2003), p. 133

²⁸ Darmansyah, *Strategi pembelajaran menyenangkan dengan Humor* (Jakarta : PT Bumi Aksara, 2018), p 81.

C. Review of Previous Study

As a preliminary reference to assist with this research, the researcher multiplies some of the research that is relevant to the research, as the work stands for:

First of all, Yusi Andriyani in her study entitled *AN ANALYSIS OF TEACHERS' HUMOR USE IN EFL CLASSROOM (A Study of Reading and Technology of Educational Communication Classrooms of International Class Program of Teacher Training and Education Faculty Students of IAIN Salatiga in the Academic Year of 2014/2015)*. The objectives of this study are to characterize the teacher's humor that is utilized by the teacher, to describe the most frequent teacher's humor that happened in teaching the fourth-semester students of the international class program, and to dissect the positive results of the teacher's humor utilized by the teacher. The result showed that there were two kinds of humor used in a classroom, and the teacher's humor gives positive results to learn in process for students. From the previous study above, the researcher has the similarity research that is analyzing teachers' humor in the classroom. And the differences are the previous study used in EFL classrooms for the fourth semester meanwhile the researcher used in Senior High school for tenth grade, and the researcher focused on what strategies used the teacher in teaching English to improve speaking skills in class.

Secondly, Supriyadi's research entitled *Penerapan Strategi Pembelajaran Menyenangkan Dengan Humor Dalam Meningkatkan Motivasi Belajar Siswa Kelas X Di SMA SULTAN MAHMUD BADARUDDIN PALEMBANG*. The study aims to see if the application of a fun learning strategy with humor can increase students' learning motivation in Islamic religious education subjects and this study is used to increase students learning motivation in the learning process. The result of this study is the application of a fun learning strategy with humor can increase the motivation for studying tenth grade at Sultan Mahmud Badaruddin Palembang Senior High School. From the previous study above, the researcher has similar research that used humor strategies in class. And the difference is the previous study focused on improving student learning motivation while the researcher focus on improving speaking skills in class.

Thirdly, Ahmad Nur Syafiq dan Mursid Saleh's research entitled *Humor English teaching material for improving students' speaking skills with high and low learning motivation*. The result pointed toward exploring the ability of humor as English foreign language

teaching material to work on students' speaking skills with high or low inspiration for the students and the positive impact that the utilization of humor gives to their teaching. From the previous study above, the researcher has similar research about humor English teaching for improving student's speaking skills, but the difference is the previous study use high or low inspiration to teach the students in class but and the researcher focused to figure out what humor strategy use in class to improve speaking skills without inspiration.

Fourthly, Irnawati Israel's research entitled *Humor As One Of The Teacher Communication Strategies To Enhance Students' Interest In EFL Classroom*. The result of this study showed that the EFL classroom teacher used three types of appropriate humor, namely related humor, unrelated humor, and self-disparaging humor. The teacher did not use unplanned humor but the researcher found new types of humor used. From the previous study above, the researcher has similar research about found three types of appropriate humor, namely related humor, unrelated humor, and self-disparaging humor, but the difference is the researcher found the teacher used inappropriate humor namely sexual humor.