

## CHAPTER IV FINDINGS AND DISCUSSIONS

### A. Description of Research Object

The results of the data were obtained through observations, audio recordings, and interviews based on qualitative research at SMK Islam Al-Hikmah 2 Welahan. The researcher collected data from February 12 to March 12, 2022. The results of the data are supplemented by participatory data of the researcher's observations through direct observation. The results of the study are as follows:

#### a) School Profile

SMK Islam Al-Hikmah 2 Welahan is a vocational high school under the auspices of the Al-Hikmah Mayong Islamic foundation. SMK Islam Al-Hikmah 2 Welahan stands based on the operational permit from the Regent of Jepara number 421/1834 and sk Dinas Dikpora Jepara number 422.4/1024. SMK Islam Al-Hikmah 2 Welahan has two competencies of expertise, namely automated and accounting. Here is the data of education personnel of SMK Islam Al-Hikmah 2 Welahan:

#### a. General Structure

No.	Data	Information
1	Name	Al-Hikmah Islamic Vocational School 2
2	NPSN	20362798
3	Status	Private
4	Year of Operation	2012
5	Accreditation	B
6	Address	Welahan
	RT. / RW.	02/ 02
	Ward	Gedang
	districts	Weed
	County / City	Jepara
7	Number of Teachers and Employees	42
	Teacher	37
	Employee	5
8	The number of students	757
	Male	535
	Woman	222
9	Number of Study Groups	22

	TBSM	15
	AKL	7
10	Vocational High School Phone	(0291) 5743459
	Vocational High School Admin	0895-3652-30646
	Email	smkia2_jepara@yahoo.co.id
	Facebook	Esemka Al Hikmah 2 Welahan
	Instagram	@smkia2
	Tiktok	@smkia2
	Youtube	AL HIKMAH 2 WELAHAN

### b. Skill Competence

- a) Bicycle Engineering and Business (TBSM)
  1. Head of Program : Ahmad Yasin, S.Pd. PT.
  2. DU / DI Main Mitra : PT. Astra Honda Motor
  3. Production Unit : TeBeng (Astra Service Post)
  4. TBSM Plus Program : Car Engineering, Welding Technique
  5. Internship : Motorcycle Prakerin, Car Prakerin, Welding Intern.Institutional.
- b) Accounting and Finance (AKL)
  1. Head of Program : Arif Ubaidillah, SE
  2. Du/Di Main Mita : PT. BPR BKK Jepara
  3. Production Unit : Mini Bank, Ulala Snacks and Beverage, Ulala
  4. Ak1 Plus Program : Craft , Catering, Graphic design
  5. Internship : Prakerin Non-Financial Institutions; Institutional Prakerin, Finance.

### c. Teachers and Employees

For a good school teaching and learning activity, a division of tasks is carried out for teachers and employees according to their competence. Each teacher and employee are given duties and responsibilities in Islamic Vocational High school Al-Hikmah 2 Welahan. Here are teachers and

employees in Islamic Vocational High school Al-Hikmah 2  
Welahan :

No.	Name	Position
1	Nurana Puspitasari, ST	Principal
2	Hj. Elly Kusmayanti, S.Pd., M.Pd.	PM2E/ Math Teacher
3	Agus Toriqul Mustaqim, S.Pd.	Vice-principal / English Teacher
4	Bagus Budi Sanjaya, S.Pd.I, M.Ag.	Head of Curriculum and Public Relations / Islamic Religious Education Teacher
5	Mohdori Al Hafidz	Head of Student Affairs and Sarpras / Islamic Religious Education Teacher
6	Ahmad Yasin, S.Pd.	TBSM Headmaster/ TBSM Productive Teacher
7	Arif Ubaidillah, SE	Head of AKL / AKL Productive Teacher
8	M. Choirul Anwar, SEI	chord. Teaching and Learning / AKL Productive Teachers
9	Ilona Marveliani IP, S.Pd.	chord. Literacy/ Indonesian History Teacher
10	Gunoto	chord. Sarpras/ TBSM Productive Teachers
11	Desti Atika Farokhi, M.Pd.	chord. Indonesian Student/Teacher
12	Adib Prasetya Pratama, S.Pd.	SimKomDig Teacher
13	Kristiyanti, S.Pd.	AKL Productive Teacher
14	Shobirin, S.Pd.	Physical Education Teacher
15	Umi Muti'ah, S.Pd.	Math teacher
16	Hanik Sulistiyorinie, S.Pd.	Civics Teacher/Counseling

		Guidance
17	Ulil Absor, S.Pd.	TBSM Productive Teacher
18	Mutiadevi Laili F., S.Pd.	Java Language Teacher
19	Ainun Nikmah, S.Pd.	English teacher
20	Ana Villa Wahdah, S.Pd.I.	Islamic Religious Education Teacher
21	Fevi Emi Ekayanti, S.Pd.	Head of Administration/ Indonesian Language Teacher
22	M. Syaiful Anam, S.Pd.	TBSM Productive Teacher
23	Ririn Maisyatul K., S.Pd.	Counseling Guidance Teacher
24	Ryo Sulisty, S.Pd.	School Operator/ English Teacher
25	Ulin Ni'mah, S.Pd.	Math teacher
26	Hisham Kholil, S.Pd.	TBSM Productive Teacher
27	Feliya Ghufrona, S.Pd.	AKL Productive Teacher
28	Adi Nugroho, S.Pd.	Physical Education Teacher
29	Yuni Atika Ningrum, S.Pd	Chemistry teacher
30	Shiva Irfana, M.Pd.	Physics teacher
31	Novi Wulansari, S.Pd.	AKL Productive Teacher
32	Nusfa Sofiyannida, S.Pd.	Catering Teacher
33	Andhika Rizky Kurniawan, S.Pd	TBSM Productive Teacher
34	Linda Alfi Khoiriyah, S.Pd	Counseling Guidance Teacher
35	Ratih Zulia Pratiwi, S. Kom.	SimKomDig Teacher
36	Muhammad Irwan Susanto, ST	TBSM Productive Teacher
37	Uswatun Khasanah, SE	treasurer
38	Renitasari, S.Pd.	treasurer
39	Chalvin Nizar Zulmi	Toolman
40	Abuzam Al Rosyid, S. Sos.	Staff
41	Qomari	Staff
42	good luck	Cleaning Staff
43	Nasir	Nightguard

#### d. Facilities

A school has no function if it doesn't have something that makes it work. To create comfortable and fun teaching and learning activities, schools must have educators and adequate facilities. Here are the facilities provided at SMK al Hikmah Welahan:

1. Classrooms are comfortable and multimedia-based

2. Industry-standard Honda Laboratory
3. Standardized Accounting Computer Laboratory
4. Free Hotspot Area
5. Mosque
6. Multipurpose hall
7. Parking area standard SSR (School of Safety Riding)
8. Representative library
9. Counseling Guidance Room
10. Standardized School Health Unit (UKS) room
11. Adequate sanitation
12. Equipment and supporting equipment 5M
13. Guest Teacher from DU/DI
14. Bina Karya Special Employment Exchange (BKK)

**e. Production Unit**

Vocational High School (SMK) is an educational unit characterized by graduates who are skilled and ready to work. The existence of SMK is closely related to the products that schools can offer to their students. SMK Islam Al Hikmah 2 Welahan has a productive production unit. The following are production units owned by Al Hikmah 2 Welahan Islamic Vocational School:

1. TeBeng

Tebeng is an acronym for Teaching Workshop. As the name implies, this production unit was initiated by the competence of Motorcycle Engineering and Business (TBSM) expertise with the main product in the form of motorcycle repair services. In its development, TeBeng also provides services to the community as follows:

- a. Motorcycle service for all types and brands.
- b. Supply of motorcycle oil and spare parts.
- c. Motorcycle-related consultation

2. Ulala

Ulala is the name of the production unit which is taken from the Inter Accounting Business of SMK Al-Hikmah 2 Welahan. This production unit is an extension of the Entrepreneurial Vocational School 2 Welahan extracurricular which focuses on products in the form of functional foods and crafts.

The products produced from this production unit have earned a special place in the hearts of the people as

evidenced by the product sales figures. The following are the types of products produced in this production unit.

a. Pumpkin Sponge Cake

As the name implies, this product is a processed pumpkin which is the basic ingredient for making bread. The choice of pumpkin as a raw material is reflected in the abundance of pumpkin in the area around the Al-Hikmah 2 Welahan Islamic Vocational School, which has not been maximized, considering all the goodness contained in it.

b. Pumpkin Pudding

In line with the previous product, Pumpkin Pudding is a pudding made with the use of pumpkin.

c. Mask Strap

During the Covid-19 pandemic, the use of masks is mandatory for all people. For women who wear hijab, mask straps are needed as accessories for wearing masks for them.

**f. Student Council and Extracurricular**

1. Student Council

The Intra-Curricular Student Organization (OSIS) is an organization within the Al-Hikmah 2 Islamic Vocational School that consists of the best students. The Student Council of Al-Hikmah 2 Welahan Islamic Vocational School is the student representative of Al-Hikmah 2 Welahan Islamic Vocational School in various activities inside and outside the school.

2. Extracurricular

Extracurricular as a forum for developing the potential of students. It can have a positive impact on strengthening character education. Here are extracurricular from Islamic Vocational High school Al-Hikmah 2 Welahan:

No.	Extracurricular	Companion
1	Scout	Abuzam Al Rosyid, S. Sos. ; Mutiadevi Laili F., S.Pd.
2	Passus	Feliya Gufrona, S.Pd.
3	Teenager's Scientific paper	Shiva Irfana, M.Pd. ; Yuni Atika Ningrum, S.Pd.
4	Broadcasting	Shiva Irfana, M.Pd. ; Ratih Zulia Pratiwi, S. Kom.

5	Graphic design	Ryo Sulisty, S.Pd.
6	Automotive	Gunoto
7	Welding	Ulil Abshor, S.Pd.
8	Safety Riding	Andhika Rizky Kurniawan, ST
9	MYOB	Novi Wulansari, S.Pd.
10	Manual Accounting	Kristiyanti, S.Pd.
11	Badminton	Agus Toriqul Mustaqim, S.Pd.
12	Sepak takraw	Shobirin, S.Pd.
13	Men's Futsal	Adi Nugroho, S.Pd.
14	Women's Futsal	Shobirin, S.Pd.
15	Martial arts	Desti Atika Farokhi, M.Pd.
16	Entrepreneurship	Ulin Nikmah, S.Pd.
17	Conversation	Ainun Nikmah, S.Pd.

#### g. Scholarship

1. Government
2. Tahfidz
3. Achievements
4. Yatama
5. Real family

#### h. Vision and Mission

The vision of Islamic Vocational High School Al-Hikmah 2 Welahan is to produce skilled graduates, eco-wise, and global competitiveness. And the mission is to emphasize the quality of education, improved the means, and infrastructure of education, establish cooperation, develop the entrepreneurial spirit, and supplement students with Islamic values.

### B. Description of Research Data

In this research, the data was obtained from various steps. The steps are using the list of questions for the interview, recording conversation in class, observation, and documentation. According to the acquisition of these data, all of them can be processed into useful data for the continuation of this research.

#### 1. The Implementation Of Humor Strategy To Improve Speaking Skill At Islamic Vocational High School Al-Hikmah 2 Welahan

In the implementation of the humor strategy, the researcher found three steps that are used by the teacher. The first step is

preparation, the second step is implementation, and the last step is closing.

a. Preparation

The first step in using humor in the classroom in the initial meeting is the teacher has to prepare a lesson plan in advance. The lesson plan is a design of a learning system that is made before doing the learning. This will make it easier for teachers to execute lessons. As the teacher said in the interview:

“The first step for the teacher is must have a kind of lesson plan, right? The lesson plan in Indonesian is called *RPP*. This is the basic preparation for the teacher in teaching the students. So, I always prepare my lesson plan first”.<sup>44</sup>

After that, the teacher completes the lesson plan using the material and the related information to support his lesson plan. In SMK Al-Hikmah, the teacher uses their module to teach English lessons which is suitable to the standard decision for each grader. This was explained by the teacher:

"In making my module I use the curriculum for the search. So, I take the materials from the curriculum and also syllabus and *MGMP* because in Jepara there is *English MGMP* and we are making a kind of the standard decision for the material for each grade".<sup>45</sup>

After preparing the lesson plan, the teacher started the class by praying. After praying, the teacher checked students' attendance. The teacher called the disciples one by one and gave a few pleasantries. According to the observation, it can make increase their enthusiasm for learning. This was explained by Nailil Rohmah :

“Mr. Steven started learning by praying, doing attendance, then continuing to greet students with

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<sup>44</sup> Agus Toriquil Mustaqim, S.Pd., interviewed by the researcher, February 17<sup>th</sup>, 2022, interview 6, transcript.

<sup>45</sup> Agus Toriquil Mustaqim, S.Pd., interviewed by the researcher, February 17<sup>th</sup>, 2022, interview 7, transcript.



jokes so that they were more enthusiastic and not tense. The strategy is suitable and acceptable<sup>46</sup>.

The teacher also gives humor when the teacher checks students' attendance, and the student that is called is absent because his grandmother passed away. Then another student said "absent sir, *his grandmother is died*" then the teacher answered "Don't say die, please! died it for animals. If the human you can be used passed away. *Don't dad ded dad ded. It's a cat?* From the conversation, it can be said that the teacher used humor that is not related to the material, but it can make the student laugh. This utterance is categorized as unrelated humor. After that, the students be commanded by the teacher to speak used words passed away to be good sentences. It shows that the humor that teacher used can make the student more active to speak in English. The next humor is when the teacher checks student attendance and called the student, but the student does not answer. Then the teacher said "*Say Present that's loud, don't be shy. Don't be like a cheater. I cheated like this in the past (show students while cheating in class with his hands).*" The teacher told his event when he cheated in class with his hands. Code 1 is A, code 2 is B, code 3 is C, and code 4 is D. This utterance makes the students laugh because the method of cheated is still done now. This conversation is categorized as self-disparaging humor. Self-disparaging humor is humor that the teacher used by making him the object of a joke, or belittling fashion.

The teacher also gives humor when the teacher after checking students' attendance again. The teacher said "well okay on Saturday there is a national exam simulation right? So, please bring a pencil" then the student answered: "*eyebrow pencil, sir?*" teacher said "*if you use an eyebrow pencil, you want to wed party?*" The student's spontaneous laugh. From the dialog, the teacher intends to remind the students to bring a 2b pencil for exam simulation. But the students gave a joke by calling 2b pencil with an eyebrow pencil. It was answered again by the teacher that bringing

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<sup>46</sup> Nailil Rohmah, interviewed by the researcher, February 16<sup>th</sup>, 2022, interview 1, transcript.

the eyebrow pencil was not for school, but the wedding party. From the observation, it makes the students laugh and make the classroom favorable. This utterance is categorized as unrelated humor.

The teacher used humor when before starting teaching in the classroom can make the classroom to be active. This can make students effort into speaking. As Ranggaditya said:

“According to me, the application of the humor strategy Mr. Steven is he used humor in learning English when he invites one of the students in the class to interact with his jokes. So we are more active to speak”.<sup>47</sup>

#### b. Implementation

After the teacher checks student attendance, the teacher asks about some previous meetings that the teacher taught by using humor. It can be seen when the teacher said that “*Last week, we discussed the interview chapter. For those who want to go to work tomorrow, previously there was an interview stage. Maybe the interview can use English. So, for this meeting, I hope you to be mastered the interview chapter properly. Don’t be ngang ngang ngang ngong!*” The teacher intends to take his students seriously in learning the material of the interview because it is very useful. The teacher expects the students to be more active and dare to speak in English. So, the students not *ngang ngang ngong ngang ngong* (can not do anything). It can make the students laugh because the teacher gave examples using other language or those words. It made the circumstance of the class funny and favorable. This utterance is categorized as related humor because the humor used by the teacher is a concern to the material in English learning, and humor is related to the topic and material.

Before starting the lesson, the teacher invites the students to write down the sentences that are difficult to pronounce. Like when the teacher said “*I will give time to write down the words that you think so difficult. So, your*

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<sup>47</sup> Ranggaditya Saputra, interviewed by the researcher, February 17<sup>th</sup>, 2022, interview 5, transcript

*pronunciation is correct. Don't be cocky, be brave or you can't even make it in advance. Don't like me, I'm already proud, but it turns out I can't*". The teacher made him the object of a joke by talking about his experience to the students. The teacher is worried that if the students cannot pronounce the words that they have learned in the material, so the teacher tells the students to write words that are difficult to say at the same time correctly. From the conversation, the teacher liked to believe that he could pronounce a sentence but it turned out to be wrong. So, the point of the teacher is before practicing the interview material, the student must ask about a difficult word. This matter means an order to the student not shy because of the wrong pronunciation. The statement made the disciples laugh. This utterance is categorized as self-disparaging humor because the teacher used by made him the object of a joke.

During the lessons, teachers always provide humor, so that students can be active and dare to speak in English. As siti lailatul said:

"Mr. Steven use a humor strategy in learning when Mr. Steven told us to read and study the material that will be taught to us that day, and Mr. Steven told us to repeat the words that were written in reading books. Then Mr. Steven teaches it again correctly".<sup>48</sup>

After that, the students give a discussion in class. When the teacher explains the material, he gave humor in his teaching. For example when the teacher correctly the sentences on the whiteboard, the teacher suddenly **demonstrates hand and body movements that show with the word I love You**. That utterance made the students in the class laugh because the teacher demonstrates the sentence I love u in front of the class. The students also laugh because the teacher used his body to demonstrate the sentences. That matter can make the students speak in English, and makes the classroom favorable and funny. This

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<sup>48</sup>Siti Lailatul., interviewed by the researcher, February 16<sup>th</sup>, 2022, interview 3, transcript

conversation is categorized as unrelated humor. The teacher used humor that is not a concern in material, but it has a purpose in the classroom.

The next humor that teacher used in the break strategy is when the student write a difficult word in front of the class, then the teacher said: "*For a girl that had been forward written words, her face looks like Lesti on TV, right?*". The teacher gave jokes by giving attention to the student that her face was like an actress on Television. It makes the students spontaneously laugh and the classroom favorable and funny. The next humor that the teacher used is when the teacher demonstrate a sentence that was difficult to pronounce which was written by the student on the whiteboard. The teacher said "I couldn't get enough of that to make the pattern" and then students repeat "I *couldn't* get *enough* of that to make the pattern". Then the teacher makes a joke with said "do not say couldn't be *kloloden*, and enough to be *inok*." And the students spontaneously laugh. The teacher used humor by changing the word could not and enough in java language, there are could not be *kloloden*, and enough to be *inok*. It makes the students laugh because the language used is their language and not English. By concern some difficult vocabulary, it is hoped that students can speak well according to the pronunciation. This conversation is categorized as unrelated humor.

The next humor that the teacher used is when the students went to refill the marker in the office. And when the students back to the classroom, the teacher said "*what are you doing with the marker? the marker is so wet*". and all students in the class spontaneously laugh. The utterance shows that the teacher tried to make humor with sexual humor and all students in class spontaneously laugh. The sentence should not have been used in the classroom but the students did not feel annoyed and instead enjoyed and laughed. This conversation is categorized as sexual humor. Sexual humor is humor used by the teacher which contains sexual intercourse. This humor does not support learning, because it can be hurtful and offensive.

The teachers used humor in the classroom making the class so funny, helping students understand the lesson,

and students become active in speaking. This was stated by Ririn during the interview:

“He can re-explain the material with humor, funny, and use humor that makes us more receptive to the material.”<sup>49</sup>

c. Closing

In the last step, the teacher used humor in learning is teacher give some advice to motivate students and give more effort to learn in English. It can be seen when the teacher said that “*Before we finish the lesson, I hope you can use this English material in your future life like work or another thing, can be beneficial, and don't forget to love English*”. This utterance shows that the teacher gives motivates students to utilize the material to be beneficial students.

In the application of humor in the classroom, the development of a sense of humor cannot be done arbitrarily in the classroom, because it must pay attention to its procedures. Therefore, educators need to prepare humor materials that are in sync with the learning materials.

Based on research in the field and interviews with teachers and some students, the humor used by teachers in learning in the classroom occurs naturally<sup>50</sup>. The statement was obtained from the words of students who said that.

“Mr. Thoriq teaches must be funny, as long as it is spontan but must make us laugh. The humor also corresponds to the material. So we are not ashamed to speak in answering questions from him, so more freely if we want to speak”<sup>51</sup>. This was confirmed in the words of Mr. Thoriq:

“My sense of humor is just let it flow, this is how I am. The compulsion to do humor is not. It happens by itself, and I always try to use humor in the lesson.

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<sup>49</sup>Ririn Hariyanti, S.Pd., interviewed by the researcher, February 16<sup>th</sup>, 2022, interview 4, transcript

<sup>50</sup> Darmansyah, *Strategi pembelajaran menyenangkan dengan Humor* ( Jakarta : PT Bumi Aksara, 2018), p 81.

<sup>51</sup> Siti Lailatul., interviewed by the researcher, February 16<sup>th</sup>, 2022, interview 3, transcript.

So even if I use humor, it can stay focused on the lesson"<sup>52</sup>.

Researchers also found that during teaching, teachers always said something that made the students laugh during the lesson. But the students feel comfortable and dare to speak in the classroom and the atmosphere in the classroom becomes relaxed but still enjoyable during the lesson.

## **2. The Obstacle Of The Implementation Humor Strategy To Improve Speaking Skill At Islamic Vocational High School Al-Hikmah 2 Welahan**

Students and teachers share their opinions about the obstacles to using the humor strategy. The obstacles faced by students and teachers during learning activities using humor are lack of use of English, time limitations, class control problems, students' situations, and teachers' moods.

The first obstacle to using humor strategy in a classroom is the lack of use of English during the learning process. In other words, the teacher's use of Indonesian is too dominant. So, it is the reason why students do not get enough input during the process of speaking English.

The next obstacle is the time limitation. Time limitation constraints were found in studies when they ran out of hours of learning time. The material in learning sometimes does not match the time set by the school. Lesson hours change when the explanation from the teacher has not been completed. As Siti Lailatul stated :

“Sometimes we are in the middle of a lesson, not finished the chapter but it has changed the lesson. So it's common to be given a lot of homework. The material that should be explained during the lesson hours is instead used as homework “<sup>53</sup>.

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<sup>52</sup> Agus Toriquul Mustaqim, S.Pd., interviewed by the researcher, February 17<sup>th</sup>, 2022, interview 6, transcript.

<sup>53</sup> Siti Lailatul., interviewed by the researcher, February 16<sup>th</sup>, 2022, interview 3, transcript

English teacher confirmed :

“English lessons at school are only a few hours a week. While the chapters that must be studied are also many lessons. Maybe if we have a plus time to continue this lesson, we can be maximal “. <sup>54</sup>

Time limitation also has an impact on the focus and understanding of the material by the students. There are still students who do not understand the material but the time is over.

The next obstacle found in this study is the class control problem. While the teacher uses the humor strategy in the classroom, the students are active. It will give them space to move, ask questions, and so on. With such conditions, the class will seem rowdy and undisciplined so there is noise in the classroom. Students also do not hesitate in asking questions and giving humor outside of the subjects.

The next obstacle is the student's situation. These obstacles can be obtained from this study when the heart situation of the learners is not good. As ranggaditya stated:

“I like the strategy by Mr. Thoriq in the classroom, meanwhile he teaches with humor. Funny, and comfortable. Instead, I can even join the speaking that was embarrassed to speak. Yes, it is, because even though we are wrong but still clearly with the frills of humor. But, if for example, I'm tired, it feels sleepy and lazy to learn. Anything funny still doesn't get in my brain. Especially if the mood is not good. It is not eager to do anything”. <sup>55</sup> This was confirmed by the teacher: “The child will like moody. Sometimes if it is right at noon, they are sleepy and tired, and their concentration has been disturbed. Moreover, English lessons here are rarely there are enthusiasts, so it's hard for me to learn lessons from them”. <sup>56</sup>

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<sup>54</sup> Agus Toriqul Mustaqim, S.Pd., interviewed by the researcher, February 17<sup>th</sup>, 2022, interview 6, transcript.

<sup>55</sup> Ranngaditya Saputra, interviewed by the researcher, February 17<sup>th</sup>, 2022, interview 5, transcript.

<sup>56</sup> Agus Toriqul Mustaqim, S.Pd., interviewed by the researcher, February 17<sup>th</sup>, 2022, interview 6, transcript.

The last obstacle is the teacher's mood. This obstacle was found in this study when the teacher's mood was changing. As a teacher, he should be able to put a position when he teaches. This will affect the situation of learners in the classroom. As the teacher stated :

“Human being must also be a personal problem or a problem of life, so if it is possible to use humor for teaching and the mood is not good, then it will be ineffective”<sup>57</sup>.

### **3. The Solution Of The Implementation Humor Strategy To Improve Speaking Skill At Islamic Vocational High School Al-Hikmah 2 Welahan**

From the obstacles above, several solutions are expected to overcome the problems faced in the use of humor in the lesson. Among them are the use of English around the students, good time management, classroom control, use of another type of humor, professionalism, and mood control.

The use of English around students is very important to help students to improve their speaking English. The solution to the lack of use of English is for the teacher can use words in English that can be used as learning materials. Such as conversations, sample text, or other material.

The next solution is time management. The time when the lesson is indeed a determination that cannot be changed. As for overcoming the lack of time is to manage the time given as much as possible by making a draft time for the material delivered. In addition, it reduces the extra time to discuss because it is too long.

The next solution is class control. Teachers should pay attention if the student has started to row and not concentrate. Teachers should be able to use their methods to make their students calm and not rowdy.

The next obstacle is the teacher's use of another type of humor. The use of humor will also give a boring effect on the students. Teachers are expected to use several types of humor to make students not too bored. The teacher can also use various

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<sup>57</sup> Agus Toriquel Mustaqim, S.Pd., interviewed by the researcher, February 17<sup>th</sup>, 2022, interview 6, transcript.



media for the use of humor or increase his sense of humor. As the teacher quoted :

*“For the solution of the obstacles is more observation, untuk lebih mengetahui lagi penggunaan humor yang paling efektif untuk diterapkan di kelas itu seperti apa”*.<sup>58</sup> (For the solution to the obstacles is more observation, to know more about the most effective use of humor to apply in the classroom is what it looks like).

The next solution is professionalism. The teacher should be able to divide his time between the students and other activities. The next solution is mood control. Teachers and students must be the same to maintain their respective moods so that there is a comfortable and enjoyable learning process.

### C. Research Data Analysis

In this research, the research data technique used descriptive qualitative. First, the researcher analyzed data from documentation and observation in Islamic Vocational High School Al-Hikmah 2 Welahan, analyzing data from interviews with the teacher and the students, and literature or previous studies.

#### 1. Analysis of Implementation Humor Strategy To Improve Speaking Skill At Islamic Vocational High School Al-Hikmah 2 Welahan

According to the results of interviews with students of SMK Al-Hikmah 2 Welahan, the use of learning strategies with humor can improve students' speaking skills, make them comfortable in lessons, and facilitate understanding in understanding lessons. So, learning will feel comfortable and fun. The results of this study support literacy, like Ahmad Nur Syafiq and Mursid Saleh with findings the use of humor in learning materials can improve the ability to speak skills in students.<sup>59</sup>

According to Darmansyah, using humor strategy in the learning process is divided into three opportunities, there are in the initial meeting, the break strategy, and at the end of the

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<sup>58</sup> Agus Toriquel Mustaqim, S.Pd., interviewed by the researcher, February 17<sup>th</sup>, 2022, interview 6, transcript.

<sup>59</sup> Ahmad Nur Syafiq, Mursid Saleh, *“Humor English Teaching material for improving student’s speaking skill with high and low learning motivation”* Vol. VII/1(October 2012) p.45

learning session.<sup>60</sup> In the implementation of the humor strategy, the researcher found three steps that are used by the teacher. The first step is preparation, the second step is implementation, and the last step is closing.

From this research, it was found that the teacher of SMK Al-hikmah 2 welahan used humor in English learning in preparation and in implementation. In preparation, the first thing teachers do in teaching with humor strategies is to prepare a lesson plan in advance. This can help teachers to facilitate learning and use appropriate strategies and topics. To use humor strategies in learning, teachers must also use humor related to the material.<sup>61</sup> In this study, the teacher has shown some humor that is by the topic being discussed and used some humor that is unrelated to the topic. After that, the teacher completes the lesson plan using the material and the related information to support his lesson plan. After preparing the lesson plan, the teacher started the class by praying. After praying, the teacher checked students' attendance. In this case, the teacher begins to be active in inviting students to communicate by calling one name after another and giving a little humor. It can make the students speak loudly.

The next step is implementation. After the teacher checks student attendance, the teacher asks about some previous meetings that the teacher taught by using humor. Before entering the material, the teacher always asks to write sentences that are unknown to the student on the board. Once written, the sentences will be dissected one by one from the beginning of pronunciation and the meaning of the sentence. This will make the students active in their speech. In explaining the difficult sentence, the teacher always uses humor that can be accepted by students and follows the topic and situation.

From the steps above, the researcher found the teacher used two types of humor in English learning, they are appropriate humor and inappropriate humor. According to Wanzer et.al, there are two types of humor in the classroom, namely appropriate humor, and inappropriate humor. Appropriate divided into four

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<sup>60</sup> Darmansyah, *Strategi pembelajaran menyenangkan dengan Humor* ( Jakarta : PT Bumi Aksara, 2018), p 179.

<sup>61</sup> Darmansyah, *Strategi pembelajaran menyenangkan dengan Humor* ( Jakarta : PT Bumi Aksara, 2018), p 81.

types, there are related humor, unrelated humor, self-disparaging humor, and unplanned humor. And inappropriate humor is encourage negativity among students, belittling, and ridicule.<sup>62</sup> From the observation, it was found that the teacher used three types of appropriate humor namely related humor, unrelated humor, and self-disparaging humor. While using inappropriate humor namely sexual humor. For more detail, the researcher presents the table that shows the types of humor used in learning and the example.

a. Appropriate Humor

1) Related Humor

The teacher used one related humor in English learning, that the humor is a concern with the material. This is evidenced by the following conversations in class:

Subject	Example
Teacher	“ for those who want to go to work tomorrow, previously there was an interview stage. Maybe also can use English. So, for this material, I hope you have mastered it properly. <b>Don’t be <i>ngang ngong ngang ngong!</i></b> ”
Students	Laugh

Based on the conversation above indicate that the teacher gave humor that related to the material. The material that has been taught in class interviews. The teacher intends to take his students seriously in learning the material because it is very useful. The teacher expects the students to be more active and dare to speak in English. Then, a teacher gave some humor with said the students are ***ngang ngong*** ( people who can not do anything about it). From the utterance, the students laugh about that and made the classroom funny and favorable. It is related to Darmansyah, teachers can enter the world of the student through humor, incorporating humor into the material will build relationships, create funny’s classes, and improve

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<sup>62</sup> Melissa Bekelja Wanzer et al., "Appropriate and Inappropriate Uses of Humor by Teachers", Vol.55 No.2,(October 2014),p.174.

communication between teachers and students.<sup>63</sup> It shows that the humor that teacher used can improve speaking skill.

2) Unrelated Humor

The teacher used humor which is not related to the material, but it can make the classroom enjoyable and funny. The student also more active in speaking, because they are more confident to speak English and more active in speaking English. In this study, the researcher found five kinds of unrelated humor in English learning. Here are the conversations:

Subject	Example
Teacher	(read the sentence written on the board) because I believe in my abilities. Okay, now we read these sentences together. Because...
Students	Laugh
Teacher	<b>I, (demonstrate hand and body movements that show with the word I Love You)</b>

(1)From the conversation above, the teacher demonstrates the words I love u in front of the class, to make the students laugh. The movement of hands and bodies by the teacher makes the students laugh because they feel tickled. In the conversation above, the teacher read the sentences on the board. After that, the student speaks the sentences correctly after their teacher. This utterance is unrelated to humor because the teacher used humor that is not related to the material.

Subject	Example
Teacher	<i>For the girl that had been forward writing words, <b>her face looks like Lesti on TV, right?"</b></i>
Students	Laugh

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<sup>63</sup> Darmansyah, *Strategi pembelajaran menyenangkan dengan Humor* ( Jakarta : PT Bumi Aksara, 2018), p 81.

(2)Based on the conversation above, shows that the teacher was giving attention to the student that face looks like an actress on Television, her name is Lesti. The teacher used jokes to make students laugh and enjoy. The teacher can lighten the atmosphere into a warm one. It is related to Darmansyah, every teacher has a supply of illustrations that are humorous so that they can liven up the atmosphere if the learning is less interesting.<sup>64</sup>

Subject	Example
Teacher	well okay on Saturday there is a test simulation right? so please bring a pencil
Students	<b>eyebrow pencil sir?</b> <b>(laughter)</b>
Teacher	no! The meaning is pencil 2B. so can qualify in the checking of test scores. If you use an eyebrow pencil, do you want to the wedding party?
Students	Laugh

(3) Based on the conversation above, the teacher used appropriate humor namely unrelated humor. The teacher intends to remind the students to bring a 2b pencil for exam simulation. But the students gave a joke by calling 2b pencil with **an eyebrow pencil**. Then the students spontaneously laugh about it. The humor is produced by the teacher just to make the atmosphere in the classroom favorable and funny. This utterance is unrelated to humor because the teacher used humor that is not related to the material.

Subject	Example
Teacher	(checking students' attendance) Rangga?
Students	absent sir, his grandmother <b>died</b>
Teacher	Don't say die, please! died it for animals. If the human is used

<sup>64</sup> Darmansyah, *Strategi pembelajaran menyenangkan dengan Humor* ( Jakarta : PT Bumi Aksara, 2018), p 81.

	passed away. <i>Don't dad ded dad ded. It's a cat?</i>
Students	Laugh

(4) From the conversation, the teacher was checking student attendance, but the teacher made humor by using creative words. The teacher made jokes with the word died into *Don't dad ded dad ded*. It made students laugh because the teacher used their language. This utterance is unrelated to humor because the teacher used humor that is not related to the material.

Subject	Example
Teacher	Teacher: for these sentences, all of you have to listen carefully and repeat after me. Okay? I couldn't get enough of that to make the pattern. Come on
Students	I couldn't...
Teacher	<i>is it wrong? Couldn't guys keloloden.</i>
Students	Laugh
Teacher	Once again, repeat after me. "I <i>couldn't</i> get <i>enough</i> of that to make the pattern"
Students	I couldn't get <i>inok</i> of that to make the pattern
Teacher	wait ! enough not said inok!. do not say couldn't be <i>kloloden</i> , and enough to be <i>inok!</i>
Students	Laugh

(5) Based on the conversation above shows that the teacher demonstration about the difficult sentences to pronounce, "I couldn't get enough of that to make the pattern". Thus the teacher spontaneously made jokes and used humor by changing words that could not and enough into java language, there could not be *kloloden*, and enough to be *inok*. It makes the students laugh because the language used is their language and not English. It can be made the

student remember how to pronounce the difficult word and could speak well.

3) Self-disparaging Humor

Self-disparaging humor is humor that the teacher used by making him the object of a joke, or belittling fashion.<sup>65</sup> The teacher degrades himself in front of the students. For example:

Subject	Example
Teacher	<i>“Say Present that's loud, don't be shy. Don't be like a cheater. I cheated like this in the past (show students while cheating in class with his hands).”</i>
Students	Laugh

(1) The teacher explained the difficult sentences of the interview in front of the class. But suddenly the teacher made jokes about his experience in the past when he cheated in class with his hands. It can make the students laugh and make the classroom favorable and funny.

Subject	Example
Teacher	<i>“I will give time to write down the words that you think are so difficult. So, your pronunciation is correct. Don't be cocky, be brave or you can't even make it in advance. Don't like me, I'm already proud, but it turns out I can't”.</i>
Students	Laugh

(2) From the conversation, the teacher used himself for his jokes. It shows that students feel enjoy and comfortable displaying their humor. It is related to Wanzer, self-disparaging humor is a joke about self-awareness, a joke about something in personality in a funny, and joking

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<sup>65</sup> Melissa Bekelja Wanzer et al., "Appropriate and Inappropriate Uses of Humor by Teachers", Vol.55 No.2,(October 2014),p.175.

way.<sup>66</sup> The teacher tells about the experience in the past when he speaks English with wrong pronunciation. According to his experience, the teacher is worried that the students cannot pronounce the words before practicing the interview material.

b. Inappropriate Humor

In this research, the teacher used one inappropriate humor namely sexual humor. This humor does not support learning, because it can be hurtful and offensive. Here are the conversations:

Subject	Example
Teacher	<i>“what are you doing with the marker? the marker is so wet !”</i>
Students	Laugh

Based on the conversation above in the middle lesson, the students went to refill the marker in the office. And when the students back to the classroom, the teacher said *“what are you doing with the marker? the marker is so wet”*. and all students in the class spontaneously laugh. Students are always sensitive if they found the sentence like the teacher said because in the class are fifteen and sixteen years old. The sentence should not have been used in the classroom but the students did not feel annoyed and instead enjoyed and laughed. The conversation above includes inappropriate humor type sexual humor.

The last step that the teacher used humor in learning is at end of learning. The teacher gave some advice to motivate students, and give more effort to learn in English.

**2. Analysis of Obstacles In The Implementation Of Humor Strategy To Improve Speaking Skill At Islamic Vocational High School Al-Hikmah 2 Welahan**

Speaking remains the most difficult skill to master for majority of English students, and they are still incompetent in communication orally in English. Some of these factors are related to the learning strategy, the curriculum, or the

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<sup>66</sup> Melissa Bekelja Wanzer et al., "Appropriate and Inappropriate Uses of Humor by Teachers", Vol.55 No.2,(October 2014),p.191.



environment.<sup>67</sup> Learning strategy is one of the best key to achieve goal of learning.

Based on the research, observations, and interviews, the obstacles found in implementing humor in the lessons are very diverse. The barriers are lack of use English, time limitations, class control problems, students' situations, and teachers' moods.

Lack of use of English during the learning process can be the reason why students do not get enough input during the process of speaking English. Time in learning turns out to be influential in comfort in learning. Often in the middle of the lesson, there is a ringer that signifies the turn of the clock. This can trigger a lack of student concentration and unfinished lessons.

For busy educators and teachers' moods, teachers play an important role in learning. According to the English teacher, he has other obligations besides being an English teacher, namely the vice of the headmaster. This shows that the teacher has other activities that must be borne as well. The influence of the teacher's mood in teaching also an important role in the success of the lesson.

### **3. Analysis of Solutions Used In The Implementation Of Humor Strategies To Improve Speaking Skill At Islamic Vocational High School Al-Hikmah 2 Welahan**

Efforts in dealing with obstacles that occur are very diverse. Of course, these efforts can be realized by several parties concerned such as teachers, and students. Here the solution is use of English around students, good time management, classroom control, use of another type of humor, professionalism, and mood control.

The solution to the lack of use of English is for the teacher can use words in English that can be used as learning materials. Such as conversations, sample text, or other material. For the next solution, the teacher must be able to manage time in teaching. He should think of the balance of time in learning with humor. In addition, teachers can also use several different types of humor to reduce noise when teaching in the classroom. Mr. Toriq, the teacher who teaches said during the interview that

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<sup>67</sup> Leong,LM, Ahmadi, S.M, “ An analysis of factors of influencing learner’s English speaking skill”, (March,2017) p.42

teachers will learn to use humor that is relaxed in the classroom, but still in the subject matter.<sup>68</sup>

The solution to the mood of teachers and students is to be self-aware and instill in their hearts the obligation to demand knowledge and practice the knowledge they have. Also, make ourselves self-comfortable with the lesson or teacher who teaches.



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<sup>68</sup> Agus Toriqul Mustaqim, S.Pd., interviewed by the researcher, February 17<sup>th</sup>, 2022, interview 6, transcript.