STUDENTS' PERCEPTION OF USING HUMOR IN TEACHING

ENGLISH CLASS AT SMAN 2 TILATANG KAMANG

THESIS

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Bukittinggi, Oktober 2021

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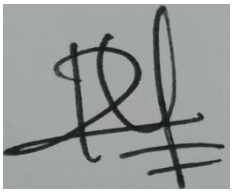
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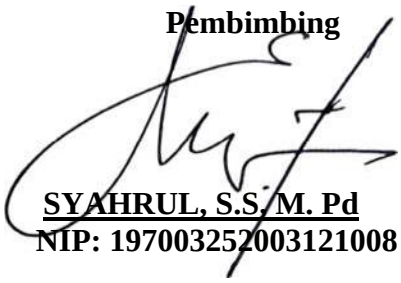
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Skripsi dengan judul **"STUDENTS' PERCEPTION OF USING HUMOR IN TEACHING ENGLISH CLASS AT SMAN 2 TILATANG KAMANG"** yang disusun oleh **Rahma Yana (2316132)** yang telah memenuhi persyaratan ilmiah dan

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ABSTRACT

Rahma Yana, 2316,132. STUDENT'S PERCEPTION OF USING HUMOR IN ENGLISH TEACHING AT SMAN 2 TILATANG KAMANG.

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Humor has several important roles in the world of education, including having the ability to reduce student anxiety, improve student learning abilities and increase self-confidence. but in it's implementation there were several problems found. First, some students were noisy in the classroom and did not focus on learning. Second, some students gave positive and negative responses to teachers who used humor in the classroom. Third, there are differences in responses between male and female students regarding the use of humor in the classroom. This research was motivated by several problems found in SMAN 2 Tilatang Kamang. Lastly, some students didn't like humor in class.

The researcher used a quantitative approach with a descriptive form. The purpose of this study was to find out how students perceive the use of humor in teaching English at SMAN 2 Tilatang Kamang and to determine the differences in perceptions of male and female students regarding the use of humor in teaching English in the classroom. SMAN 2 Tilatang Kamang. The sample in this study were 75 students of class XI SMAN 2 Tilatang Kamang. To coll ect data, the researcher used a closed questionnaire.

Based on the findings, research questions were answered. First, "How are students' perceptions of the use of humor in learning English at SMAN 2 Tilatang Kamang?" It was found that students' perceptions of humor in learning English were in the positive category. This conclusion was taken by taking the average score of 4 types of humor in learning English, namely learning Caricature Humor, Short Stories/Anecdotes Humor, Special Humor, and Unplanned Humor. Second, how are the perceptions of male and female students different about the use of humor in teaching English at SMAN 2 Tilatang Kamang? It was found that male and female students have positive perceptions of humor in teaching English. However, female students had slightly better perceptions than male students.

Key terms: Humor, Perception

ABSTRAK

Rahma Yana, 2316,132. PERSEPSI SISWA MENGGUNAKAN HUMOR DALAM PENGAJARAN BAHASA INGGRIS DI SMAN 2 TILATANG KAMANG.

Skripsi, Institut Agama Islam Negeri Bukittinggi, 2021

Humor memiliki beberapa peran penting dalam dunia pendidikan, diantaranya memiliki kemampuan untuk mengurangi kegelisahan siswa, meningkatkan kemampuan belajar siswa dan meningkatkan kemampuan kepercayaan diri. namun dalam pelaksanannya ada beberapa masalah yang ditemukan, Pertama , beberapa siswa ribut di dalam kelas dan tidak fokus belajar. Kedua, beberapa siswa memberikan respon positif dan negatif kepada guru yang menggunakan humor di dalam kelas. Ketiga, ada perbedaan tanggapan antara siswa laki-laki dan perempuan tentang penggunaan humor di dalam kelas. Penelitian ini dilatarbelakangi oleh beberapa permasalahan yang ditemukan di SMAN 2 Tilatang Kamang. Terakhir, beberapa siswa tidak menyukai humor di dalam kelas

Peneliti menggunakan pendekatan kuantitatif dengan bentuk descriptif. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana perspsi siswa tentang penggunaan humor dalam pengajaran bahasa Inggris di SMAN 2 Tilatang Kamang dan untuk mengetahui perbedaan persepsi siswa laki-laki dan perempuan tentang penggunaan humor dalam pengajaran bahasa Inggris di kelas. SMAN 2 Tilatang Kamang.Sampel dalam penelitian ini adalah 75 siswa kelas XI SMAN 2 Tilatang Kamang. Untuk mengumpulkan data, peneliti menggunakan kuesioner tertutup.

Berdasarkan temuan, pertanyaan penelitian dijawab. Pertama, “Bagaimana persepsi siswa tentang penggunaan humor dalam pembelajaran bahasa Inggris di SMAN 2 Tilatang Kamang?”ditemukan bahwa persepsi siswa terhadap humor dalam pembelajaran bahasa Inggris berada pada kategori positif. Kesimpulan ini diambil dengan mengambil skor rata-rata dari 4 jenis humor dalam pembelajaran bahasa Inggris yaitu pembelajaran Karikatur Humor, Cerpen/Anekdot Humor, Humor Khusus, dan Humor yang Tidak Direncanakan. Kedua,Bagaimana perbedaan persepsi siswa laki-laki dan perempuan tentang penggunaan humor dalam pengajaran bahasa Inggris di SMAN 2 Tilatang Kamang?, ditemukan bahwa siswa laki-laki dan perempuan memiliki persepsi positif terhadap humor dalam pengajaran bahasa Inggris. Namun, siswa perempuan memiliki persepsi yang sedikit lebih baik daripada siswa laki-laki.

Istilah kunci: Humor, Persepsi

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

In learning process, interaction is one point of success in teaching learning. This interaction will create positive outcomes, happiness, and comfort. Because, it is a collaborative exchange of thought, feeling or ideas between a teacher and learner or a learner and other learner resulting in reciprocal effect on each other.[1] It means good interaction will make students be active and creative mentally and physically. The comfort will give their memories a chance to remember and keep many information, whether in short period or long period.

In doing good interaction in the classroom, the students can receive the material good given by the teacher. Both of them do some activities that related to transfer and accept 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 way the teacher interacts with students in the classroom is observed by seeing students feel comfortable or not during learning in class activities. Teachers should be able to direct students' attention during the learning process so that students stay focused on the material. In guiding students, teachers should have various

[1] Brown, H. D., 2001. Teaching by Principles: An Interactive Approach to Language Pedagogy : Second Edition, New York : Addison Wesley Longman , Inc, P. 165

ideas to build a positive atmosphere during class activities so that students are motivated to learn. Forexample, by adding humor at the learning session that make students feel happy and comfortable in class. Humor is one of the methods of solving rigid atmosphere. According to Oxford English Dictionary, humor is that quality of action, speech, or writing which excites amusement: oddity, jocularity, facetiousness, comicality, and fun.

The humor can support the success of the processlearning. Sometimes learning is delivered in a monotonous and tense manner. Furthermore, it will be affected the thinking power and attention of students to reduced. Based on Darmansyah, "the results of research in learning at the last decade has revealed that learning will be effective, if students are happy. The joy in learning is proven to have an extraordinary effect on the achievement of learning outcomes of students. Even the potential of intellectual intelligence, which has been the "Primadona" as a determinant of learning success, is not entirely true. Emotional intelligence has contributed significantly to the effectiveness of learning in addition to intellectual intelligence.[2]

Humor makes an immeasurable contribution to life 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 brain power, contributing to the mind or balance

[2]Darmasyah, StrategiPembelajaranMenyenangkandengan Humor , (Jakarta: BumiAksara, 2010), P. 3

of the body enhances creativity, facilitates communication, and creates an optimal environment for teaching and learning ".[3] It means humor as a good impact in the learning process in class. As Aboudan states in Fata, "humor is indispensable for teaching and learning to motivate and attract students ' attention".[4] It proves that humor can be useful to create a positive atmosphere in the learning process.

Humor is also very influential in a 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.[5] Teachers who have a humorous character in the classroom become one of the teachers who are loved by students and become favorites among other teachers. Actually, Students expected, he/she teachers profile such jaunty, friendly, honest, mature, health mentally, adaptive, strong personality, interesting and not boring. One way to increase the quality of interaction between teacher and students is using humor in learning activities. The fact show that it gives positive effects toward increasing of interaction between teachers and students. In another word that humor has an essential role in facilitating students' attention in a classroom and their learning outcomes.

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[3]Ika Aprilia Fata, Laugh and Learning: Evaluating from Students' Perspective of Humor Used in English Class : Al-Ta'lim Journal, 25(2), publisher 2018, P. 118

[4]Ibid P. 188

[5]Mary Kay Morrison, Using Humor to Maximize Learning, Rowman & Lttlefield Education Lanham, Marland Toronto Plymouth, (UK, 2008 ,) P. 4

There is difference between male and female in perceiving humor. So that, there are 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.[6] This means that there are differences of how students' perceive the humour that was giving by the teacher. Studies showed that males are more tolerant toward humor.

Based on the preliminary research in January 11,12,13 in the Senior High School 2 of Tilatang Kamangs the researcher found facts in the learning process as below: First, The teacher who taught in class was one of the favorite English teachers in that school. When the researcher made observations in the class, it was noisy because some students talked each others. To make students focus on learning material, the teacher had a way to attract students' attention in learning. The teacher added humor in the learning process so that made the students interested in it. There were types of humors that used by the teacher during the learning process. First, planned humor that is planned for learning by using a variety of learning resources that allows the trigger to laugh in students. Second, unplanned humor ; suddenly dialogue based on particular situation. It made the students more comfortable and more

[6] Katelyn M. Coope, To be funny or not to be funny: Gender differences in student perceptions of instructor humor in college science courses, (USA: Arizona State University, 2018), p.2

able to accept learning material without feeling pressured because of the presence of humor in the classroom.

Then, researcher conducted interviews with some students in the class related to their responses on teacher's humor in the classroom. Some of the students had been given positive responses but some of them had opposite responses. Some of the male students said that he find it funny when the teacher use humor/jokes during the learning. However, some of female students didnt like when the teacher used humor in learning because he thought that it wasting time during learning English. Next, some of the girls responded "*biasa aja kak"* which indicated they are uninterested by the humor of the teacher. Based on the interview above, males students' were enjoy the humor during learning English while females' students' less interest of humor in learning English.

The second, not all students responded to the humor that has been given by the teacher in the class. Based on the observation that the researcher did, the researcher found that some students did not join in laugh when teachers made humor in the classroom and prefer silence. It became challenge for teachers in doing humor in the classroom. According to the some students, it has disturbed their concentration in studying where it makes them uncomfortable, bored and annoyed due to noisy.

Based on the fact above, the researchers wanted to find out the students perception at the humor used by teachers in the classroom. The

researcher is interested to conduct the researcher under the title **"Students' Perception of Using Humor in Teaching English Class at SMAN 2 Tilatang Kamang".**

B. Identification of the Problem

Based on the background of the problem above, there were some problems that can be identified, as allows:

1. Some students were noisy when teacher tough in the classroom.
2. Some of students gave positive response to the teacher when she taught by using humor in the classroom.
3. There were differences between male and female in responding to humor
4. Some students disliked humor in the classroom.

C. Limitation of the Problem

Based on the problems above, the researcher focused on the research:

1. Students' Perception of Using Humor in Teaching English Class at SMAN 2 Tilatang Kamang".
2. The different of female and male Students' Perception of Using Humor in Teaching English Class at SMAN 2 Tilatang Kamang".

D. Formulation of the Problem

Based on the limitation of the problem above, the researcher were formulated in the question. "

1. What was the students’ perception of using humor in teaching English class at SMAN 2 Tilatang Kamang?
2. What was the difference between male and female students' perceptions of the use of humor in teaching English class at SMAN 2 Tilatang Kamang?

E. Purpose of the Research

In the line with the formulation of the problem, the purpose of the research were

1. To find out what was the students’ perception of using humor in teaching English class at SMAN 2 Tilatang Kamang.
2. To find out what was the difference between male and female students’ perception of using humor in teaching English class at SMAN 2 Tilatang Kamang

F. Significance of the Research

The result of the research might be useful for students, English teacher, and researcher, such as:

1. For the students, it can be a motivation to enjoy to understand English well.
2. For English teacher, it formation of how the using humor in teaching English in the classroom.
3. For the researcher, it is expected to be a great experience to face the future when she becomes a real teacher and be a reference for the

researcher in improve and develop anEnglish strategy in teaching using humor in the class.

4. For the college, it could be used as the reference for the next research.

G. Definition of Key Terms

The key terms which are used in this research to avoid misunderstanding, they are:

1. Perception : The ability to see, hear, or become aware of something through the senses. Perception is the direct response (acceptance) of something or it can also be interpreted as absorption.
2. Humor : Based on the Oxford English Dictionary defines humor as “That quality of action, speech, or writing which excites amusement: jocularity, facetiousness, comicality, and fun.

CHAPTHER II

REVIEW OF RELATED LITERATURE

A. Review of the Literature Theories

1. The Nature of Perception

a. Definition of Perception

The term perception is often used in terms of everyday problems. However, it seems that very few of us really understand the meaning of perception. In KBBI , "Perception is the direct response (acceptance) of something or it can also be interpreted as absorption".[7] Whereas in English, perception is a way of looking at something or expressing the processing of thought power, meaning that perception is related to external factors that are responded to through the senses, memory, and mental powers.[8]In human life as an individual, the first awareness that must be developed and maintained is the perception of oneself regarding selfish ideals which creates self-image and self-esteem. The self-image that has been built by the power of self-perception will become a benchmark for external views, especially from the environment regarding the individual concerned. With this understanding, perception can be interpreted as the power of individual understanding of various stimuli that come from outside. Perception is automatically related to certain nature of human being, which his or her psychological features. Perception is a process which strarts from the sense of organ. The sense organs referred to here are the human visual senses in the form of sight, hearing, smell, taste, touch as the senses of the skin and the senses of the body. According to Rita L Atkinson, who stated that the senses of sight, hearing, and smell have the ability to obtain more and more information than

[7] Tim Penyusun Kamus Pusat Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta : Balai Pustaka, 2002), Ed.3 Cet.2, p. 863

[8] Rosleny Marliany, M.Si. Psikologi Umum, (Bandung : Cv pustaka setia,2010), p. 187

other senses. It means that the senses in humans are very important in determining one's perception of something to be assessed.

The following are some of the meanings that some scholars have tried to convey:

a. Larry said that perception is a process used to interpret sensory data.
b. Cantril and Hunt state that a perception depends largely on the assumptions that we carry over in a certain time.
c. Sarlito Wirawan Sarwono, gives the meaning of perception, namely the process of transition, interpretation, selection and arrangement of sensory information.
d. Barca and friends define perception as a process through which sensing is passed on to the nerves of the brain to be organized and interpreted.
e. Laura A King defines perception as the process of organizing and interpreting sensory information to provide meaning. The process runs from the bottom up (interpret sensory), and from the top down (trying to connect with past experiences or the outside world).
f. Patrick Reddy stated that perception is the link between individuals and their environment.
g. This means that individuals understand reality by means of meaning.[9]

So it can be concluded that the notion of perception is the process of accepting stimuli (objects, qualities, relationships between symptoms, and events) until the stimuli are realized and understood. In understanding reality, humans need perceptions. He will give meaning to what he/she saw, heard, tasted, smelled, or felt. The results of perceptions will be taken into consideration in providing a response, both in the form of attitudes and behavior. However, it is necessary to distinguish between perception and description. A clear perception includes giving the meaning

[9] Suciati, *Psikologi Komunikasi*, (Yogyakarta: Buku Litera, 2015), p.92

of the stimulus and response results. However, it is not a response of reflex and spontaneity, but a response through an organizing process between sensory experience and human thought patterns. While description is to provide a description based on characteristics.

b. Perception indicators

According to Robbins, there are two types of perceptual indicators, namely:[10]

a. Reception

The process of acceptance is an indicator of the occurrence of perception in the physiological stage, namely the functioning of the senses to perceive external stimuli.

b. Evaluation

The stimuli from outside that have been caught by the senses, then evaluated by the individual. This evaluation is very subjective. One individual judges a stimulus as difficult and boring. But other individuals see the same stimulus as something good and enjoyable. Meanwhile, according to Bimo Walgito, indicators of perception include:[11]

1) Absorption of stimuli or objects from outside the individual

These stimuli or objects are absorbed or accepted by the five senses, whether by sight, hearing, touch, smell, and taste individually or collectively. From the results of absorption or acceptance by these sense organs, you will get an image, response, or impression in the brain. This picture can be singular or plural, depending on the object of perception being observed.In the brain are collected images or impressions, both old

[10] Rosleny Marliany, M.Si. Psikologi Umum, (Bandung : Cv pustaka setia,2010), p. 188
[11] Ibid.,Hal 190

and new. Obviously the absence of this picture depends on whether or not the stimuli are clear, the normality of the senses and time, recent or old.

2) Understanding

After the images or impressions occur in the brain, the images are organized, classified (classification), compared, interpreted, so that an understanding or understanding is formed. The process of understanding or understanding is very unique and fast. The meaning that is formed depends also on the old images that the individual has previously had (called perception).

3) Assessment or evaluation

After forming an understanding or understanding, an individual judgment occurs. Individuals compare the newly acquired understanding or understanding with the criteria or norms that the individual has subjectively. Individual judgments vary even though the object is the same, by Karen perception is individual.

There are several characteristics of perception as mentioned by Rosleny in her book.[12]

a) The process of organizing various experiences.
b) The process of linking past experiences with new ones information selection process
c) The process of theorizing and rationalizing
d) The process of interpreting or interpreting verbal and non-verbal messages

[12] Rosleny Marliany, M.Si. Psikologi Umum, (Bandung : Cv pustaka setia,2010), p.192

e) The process of interaction and communication of various internal and external experiences

f) Make inferences or decisions, understandings and form individual perceptions.

Given the importance of the existence of perception, all individuals should not be mistaken for perception. Because, misperceptions can be caused by factors, for example a jealous, angry, apathetic, skeptical personality and others can result in misperceptions.

Based onsthe explanation above, it can be said that the same perception in each individual is due to the balanced use of the sense organs, but the balanced use of the sense organs of sensation will give rise to different perceptions if the characteristics of a person are different, as are different experiences and personalities.

c. Aspect of perception

Basically, perception contains three aspects or components, which are affective components, cumulative and cognitive components. A person's attitude toward an object's attitude is a manifestation of those three components that interact with one another to understand, feel and behave toward the object of attitude. The three components interact with one another and are consistent with the other. So, there is internal organization among the three components.

Bimo Walgito presents three main aspects of perception, namely:[13]

1) Cognition

This aspect involves components of knowledge, vision, hope, knowledge/acquisition, and past experience, as well as everything

[13] Suciati, *Psikologi Komunikasi*, (Yogyakarta: Buku Litera, 2015), p.50

obtained from the individual mind of perception. Furthermore, in this aspect means that the extent to which they are able to decipher and integrate it with the understanding they have obtain.

2) Affection

This aspect concerns the components of feelings and individual emotional states towards certain objects as well as everything concerning the evaluation of good and bad based on a person's emotional factors. It means that to extent to which they are able to internalize the value of learning into themselves.

3) Conation and Psychomotor

This aspect concerns the motivation, attitude, behavior or activities of the individual according to his perception of a certain object or situation. This means that to extent to which they are able to apply their understanding in daily life through deeds and actions.

Based on the explanation above, it can be concluded that students' perceptions of the teacher's figure are interpreters of whether teacher-student interactions and communication lead to understanding, change in attitudes, good social relationships and real action for students. As for the aspects used to find out students' perceptions of the teacher include how these interactions and communications can produce understanding, change in attitudes, good social relationships and real action for students, in terms of cognition, affection and student conation.

d. Characteristics of Perception

Perception has some characteristics. According to Shaleh, there are five characteristics of peception. They are modality, space dimension, time dimension,

structure of context, and the world full of meaning. These characteristics will be discussed as the following below:[14]

1) Modality

   It that the stimulinperceived are appropriate with the modality of the sense, such as the light for the sight, sound for the hearing, and so on.

2) Space Dimension

   Perception has the space dimension such as top-down, high-low, wide-narrow, and so on.

3) Time Dimension

   Perception has time dimension such as fast-slow, old-young, and so on.

4) Structure of Context

   Object observed has the integrate sructure with its context.

5) The world full meaning

   The word of perception has the full meaning. People tend to do observation toward the object that has the meaning for them.

   From the explanation above, it can be summarized that there are five characteristics of perception. All characteristics are related with perception. They refer to the sense organ, time, context and result of perception.

e. Factors that influence Perception

According to David Krech and Richard S. Crutchfield, perception as well as sensation is determined by functional factors and instructor factors. Factors that influence the perception are:[15]

[14]Abdul Rahman Shaleh, Psikologi: Suatu Pengantar dalam Perspektif Isla, (Jakarta: Kencana Pradana Media Group, 2008),p. 111

a. Experience, not always a formal learning process, experience also increases through a series of events that we have ever faced.
b. Motivation, occurs when you are getting something such as reward, punishment and feelings of being threatened, motivation to defend yourself.
c. Personality, characterized by adherence to conventional values, a high desire for power, a tendency to throw off responsibility, and project the causes of unpleasant events.

As for Saverin and Tankard add about several factors that influence perception:

1. Assumptions based on past experience
2. Cultural expectations
3. Motivation
4. Mood
5. Attitude.[16]

Based on the explanation above, in determining a person's perception, it is inseparable from the influence of the condition in that person, because conditions have a big influence on a person in perceiving something. The process of accepting stimuli (objects, qualities, relationships between symptoms, and events) until they are realized and understood is called perception.

f. Perception process

Perception will be formed after some processes happen. The source of DeVito in Sobur shows three processes of perception. This process ancan be seen in the following below:[17]

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[15]Rahmad.Jalaludin.*Psikologi Komunikasi*, (Bandung: PT Remaja Rosdakarya, 2005), p. 56
[16] Suciati, *Psikologi Komunikasi*, (Yogyakarta: Buku Litera, 2015), p .93
[17]Alex Sobur, psikologi Umum dalam Lintasan Sejarah, (Bandung: Pustaka Setia, 2003),p. 449-451

a. Sensory Stimulation.

In the first step, the sense is stimulated. For example, the nose will be stimulated while it smells spoiled aroma or fragrant aroma of the perfume, hear the music, and so on.

b. Sensory Stimulation is regulated

In the second step, Sensory Stimulation is regulated by some principles. There are two principles that regulate the sensory stimulation. The first is proximity principle. For example, someone perceives the people that always together as the unity or the couple. The second is closure, for example, someone perceives a piece of circle as the complete circle although there is no the part of the circle.

c. Sensory Stimulation is evaluated-interpreted

The last step is interpretation-evaluation. This step is the subjective process that involves receiver's evaluation. It is influenced by any factors such as the past experience, necessary, wish, value system, confident about something, physics, emotion, and many others. Every person have the diffrent way to evaluated-interpret about the stimulation. For example the pop rock music is noisy for some people, but it is good for the other people.

From the process above, it shows that perception is happenned through three processes. The first is sense organs receive stimulus, and then it will be regulated. The last is stimulus will be evaluated-interpreted. It can be influenced by past experience, necessarily, value system, physic, and emotion of the perceiver.

g. Measuring Perception

In measuring perception there are two kinds of methods used. As Syafaruddin said that measuring perception is almost the same as measuring

attitude, and according to him there are two methods of measuring perception. They will be discussed in the following paragraphs:

1) Self report

Self report is the method where the answer given can be an indicator of students' perception. The students are given alternative answer. They can choose one alternative answer that has provided as the answer, researcher cannot know students' opinion or attitude.

2) Involuntary behavior

Involuntary behavior can only be done if there is a willing from the respondent in doing it. It means that involuntary behavior refers to the respondent's willingness to give the answer.

Based on the above discussion, it can be concluded that measuring perception is the same as measuring attitude, it can be used to measure student perceptions. This can be used to determine positive or negative student perceptions about certain objects in research.

h. Object of Perception

Object is one of the components in the perception. According to Walgino, The object of perception can be classified into two objects. The first object is person perception or social perception, and the second object is things perception or non-social perception. They will be discussed in the following below:[18]

1) Person perception or Social perception

Focus of this object is human. Human can be an object of perception. A human who put themselves as the object of perception is called social perception. Someone who is perceived may influence the perceiver. These aspects are abilities, feeling, and other aspects.

[18]Bimo Walgito, Pengantar Psikologi Umum, (Yogyakarta: ANDI, 2010,) p. 108

2) Things perception or Non-social perception

Focus of this things (physical objects) in environment. It is very different of the person perception. In the person perception, target that perceived can influence the perceiver, but it is not because its object is non-human. Things do not have an ability, feeling, and experience like the aspects of the human.

For explanation above, it describes that there are two objects in the perception. They are social and non-social perception. It means that people can do perception toward everything, not only the human but also non-human.

2. The Nature of Humor

a. Definition of Humor

Fun learning is a pattern of thinking and direction made by the teacher to condition the delivery of material that is easily accepted by students, soit is easy for students to understand and achieve a learning as expected.Bobbi Deporter stated that fun learning strategy with humor is a strategy used to create an effective learning environment, implement curriculum, deliver material, facilitated the learning process which results in improved students learning achievement.[19] Pleasant interaction and communication between educators and students is the most important factor in implementing fun learning strategies. Any effort made to create a physical environment and build a comfortable atmosphere as possible will be in vain if the interaction and communication between teachers and students is not pleasant, therefore, pleasant learning strategies are largely determined by the teacher's ability to create quality interactions and communication.One form of fun interaction and communication that is being developed in learning today is to use humorous inserts.

[19] Darmansyah S.T, Strategi pembelajaran MEnyenangkan dengan Humor, (Jakarta : PT Bumi Aksara,2010), p. 76

The term humor itself is words that have many meanings. The root word "omur" means liquid. In medieval times, humorously referred to a thoughtful energy associated with bodily fluids and emotional states. This energy has been believed to determine health and character.[20]It means that the character of teachers who uses humor in the learning process is very influential in learning, enabling the achievement of good learning effectiveness.

Sheinowizt says that "humor is the humorous quality of someone who is both funny and entertaining". Humor can also be defined as the ability to accept, enjoy and display something funny, odd or strange that is entertaining.[21]This opinion is also almost the same as James, who said that humor can cause or cause his audience to feel tickled by his funny feelings, so that he is compelled to laugh.[22]

From these two opinions we can conclude that humor is very influence in human life because humor is very entertaining and brings certain happiness to people who enjoy it.According to Freud, the purpose of humor is to provide pleasure, bring out things that were previously hidden or not recognized.[23] According to Eysenck and Munandar humor is something that can make you laugh, humor can be formulated as a stimulus (stimulus) that provokes a laugh reflex.

Humor is a word, action or event that can make us want to laugh. Humor needs to be even essential for life. So important is humor can be equated with the need for oxygen to the human lungs. Good humor is humor that can make us smile without hurting others. The higher our sense of humor and sensitivity, the more accepted, we will be in the environment.An educator's humor encourages students to always be cheerful and happy and will not be bored or tired. This will greatly affect

[20] Ibid,.p.65-66
[21] Ibid.,p. 67
[22] Ibid.,68
[23] Abdul Ghani Abdullah, dkk,. Humor Dalam Pengajaran, (Bandung : PT Professional,2007), p.4

students' comprehension of learning material which will have a positive impact on learning outcomes. Humor is considered the best, because it is easy to insert in a variety of situations and of course fits all ages of students. Humor is able to facilitate someone to express words that are not easy to say.[24]

However, the study of humor in learning is still very rare, especially in the academic context in Indonesia. Not many experts have written about the importance of humor in learning. Reading materials, especially those in Indonesian, are related to the positive effect of humor in increasing the quality of interaction between teachers and students. Not all teachers apply humor to the learning process, because sometimes humor is considered by some teachers as an "atmosphere destroyer" of learning that is being serious in class, so teachers are reluctant to include it in their interactions. There are even those who think that including humor in the learning process will reduce the authority of the teacher, because it is feared that they will be bullied by their students.

b. Humor in Learning.

Since humor gives the benefit of learning for students, many researchers suggest the teachers to use humor in a classroom. Many researches do research about humor, because humor can prevent someone from feeling bored excessively. According to Cooper and Sawaf stated that a teacher’s humor can make a students always cheerful and not easily bored or tired of learning.[25]This opinion is also supported by Stanton who states that good humor will produce a pleasant learning atmosphere so that students are more productive in learning and will encourage students not to get bored of taking lessons.[26]Boredom is a very dangerous disease, including on learning. If sickness is tired of attacking a person, then he is suffering terribly. People who are

[24] Cooper, K, dkk., Executive EQ-Kecerdasan Emotional dalam Kepemimpinan Organisasi, (Jakarta : Gramedia Pustaka Utama, 1999), p.113

[25] Ibid,.p 77

[26] Ibid,.p 77

tired of most of their organs become unproductive. Not even the brain will be compromised in thinking and processing information.

Darmansyah did research about the students' perception of teachers who use humor in learning activities. The result is students happy to have teachers who have high sense of humor. The result of research gives the implication in the learning process, whether it is from the teachers or their students. It means that as a teacher should understand what makes students enjoy with the learning in a classroom.[27]Kottler & Zehm as cited by McEwan claimed that based on personal style of teaching, humor is the humane element among the others. Most of the teachers who appreciate the humor, are not only tolerate of laughter and happiness in a classroom, but also establish and encourage it, will be more relevant and interesting for the students instead of the teachers who looks lurid and not having a sense of humor. When the students are asked to fill the survey of teachers' characteristics, they will mention the sense of humor as one of their characteristics.

This opinion is supported by Walker, who stated that there are twelve characteristics of the professional and effective teacher; prepared, positive, hold high expectation, creative, fair, display a personal touch, cultivate a sense of belonging, compassionate, have a sense of humor, respect to students, forgiving, admit mistakes.

a. Learning strategies characterize fun with humor

    1. Creating an environment that is relaxed, not tense, safe, attractive, and does not make students hesitate to try.

    2. The emergence of a positive emotional learning situation when the learning process takes place.

[27] Ibid,.p 95

3. The emergence of challenging learning situations for students to explored thesubject matter.
4. Does not make students considered trivial by the teacher.
5. Students are not afraid to be laughed at and are not afraid to receive punishment.
6. Students dare to ask.
7. Students dare to question the ideas of others.
8. Students dare to differ.[28]

b. The benefits of humor in learning, namely:

1. Build relationships and improve communication.
2. Reduce stress.
3. Make lessons interesting.
4. Improve memory of a subject matter.

From the description above, it can be concluded that the learning strategy with humor is a way that teachers use in delivering learning material using humor to create a pleasant atmosphere so that it will increase student learning motivation and students are more productive in the classroom.

According to cooper et al, there are 3 main advantages of using humor. They are Attention to course content, Instructor relatability, and Sense of belonging. It will be described as follow:[29]

[28] Rudi Hartono, Ragam Model Pembelajaran Yang Mudah Diterima Murid, (Yogyakarts : Diva Press, 2013), p. 40

[29]Katelyn M. Coope, To be funny or not to be funny: Gender differences in student perceptions of instructor humor in college science courses, (USA: Arizona State University, 2018), p

1. Attention to course content

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.

2. Instructor relatability

On average, an instructor's use of funny humor in learning increased instructor relatability for student

3. Sense of belonging

Instructor use of funny humor increased most students' sense of belonging to the course

By using humor in the classroom, the teachers must know the types of humor that exist in the classroom. The kind of humor for learning is between easy and difficult. Said esay, Becausehumor is actually around our lives. The convenience is felt even more if the teacher has a high enough sense of humor. However, teachers often face problems in choosing the right humor in the learning process.

c. Humor types in Learning

Sheinowitz said in Darmansyah humor designs for learning into two types:[30]

1. 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

[30] Darmansyah S.T, Strategi pembelajaran MEnyenangkan dengan Humor, (Jakarta : PT Bumi Aksara,2010), p. 138-175

considered useful for learning. As for the forms of humor that might be used in learning.

a. Caricature Humor

Caricature humor is humor made in the form of funny caricature images. This humorous caricature, 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.

b. A short story / Humorous anecdote

A short story / humorous is a short story or anecdote that contains humor. His 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.

c. Special humor designs on teaching materials.

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.

2. Unplanned humor.

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 is not easy to create humor, especially in a learning environment. Using humorous inserts in the classroom requires special intelligence. According to KHA. Mustafa in Adnan said that there is a correlation between intelligence and humor.[31] The teacher must present witty and classy humor. This opinion is in accordance with the statement from Darminto M. And M. Majib states that "classy and intelligent jokes can stimulate the intellectual feelings of the audience so that they can be enjoyed by those around them without feeling overwhelmed".[32]More than that, because humor is a spontaneous joy that usually occurs naturally when we feel relaxed and happy, a teacher must be ready to collect humor at any time through the events that occur in the classroom.

Based on the explanation above, the best way to insert humor in learning that is spontaneous, sudden, and unplanned is that the teachers must be smart in looking for opportunities in each learning process, for example when the teachers sees signs that students are getting bored with learning orafter during lunch break, usually the students will be lazy to take part in learning and they are also sleepy, at times like this a teachers must insert humor into learning so that students don't feel bored in learning, the atmosphere becomes less rigid and students are enthusiastic again in the learning process.

d. Gender Differences in Perceiving the Humor

[31] Ibid,. hal 166
[32] Ibid,. hal 167

One of the more heavily researched humor topics is gender differences. 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 at work than did females. Further, negative and offensive humor isused and enjoyed by males more than females, making such communications expected from males thus morelikely to be accepted[33]

Coopert et all 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. [34]

Herzoq added, males enjoy sexual humor more than females regardless of humor-victim gender. Female like sexual humor with male victims just as much as males did but strongly disliked both types of humor when they had female victims.[35]

Based on the theories above, there is differences of how female and male students response toward humor. They said that female are less interested in

[33] Wayne H. Decker and Denise M. Rotondo, Relationships Among Gender, Type Of Humor, And Perceived Leader Effectiveness, (Pensylvania: Pittsburg state University, 2001), p.453

[34] Katelyn M. Coope, To be funny or not to be funny: Gender differences in student perceptions of instructor humor in college science courses, (USA: Arizona State University, 2018), p.2

[35] Herzog, T. R.. Gender differences in humor appreciation revisited. *Humor: International Journal of Humor Research*, *12*(4), 411–423 1999

humor rather than male students. Furthermore, the female students are less tolerant or more likely to perceive some humor as offensive. In this study, the researcher would like to prove whether this theory also applies in SMAN2 Tilatang Kamang.

B. Review of Related Studies

To support researchers in conducting research, researchers present several studies that have been conducted by other researchers. Firstly, Abdulmajeed et all observed the research with the title "Using a Linguistic Theory of Humor in Teaching English Grammar Teachers." The purpose of this study was to show that the humorous way helped the students to learn grammar more effectively and that humour in explaining a new topic of English grammar. Furthermore, the result showed that the exposure to humorous activities in the classroom tend to improve the student's comprehension of the most difficult topics in their grammar book.[36]

Secondly, the researcher found some previous studies which hadbeen done by another researcher. Study related foreign language with use humor in teaching English, to title students' perception of teachers teaching. He said that, students perception is important because by perception we know about the kinds of phenomenon which exist in our environment. People have different perceptions of an object. It can be positive or negative ways.[37]

Next, Farhana Abu Bakar alsoresearch The Use of Humor inTeaching and Learning in Higher Education. The research aimed at observing and investigating theinterrelation between students' affective factor and their academic achievement. The study showed that the subject dominantly chose

[36]English Language Teaching; Vol. 10, No. 2; 2017 ISSN 1916-4742 E-ISSN 1916-4750 Published by Canadian Center of Science and Education

[37]Thesis of Rizki Kurniawan, students perception of teachers teaching, (FKIP UMP,2015)

communication apprehension, fear of negative evaluation, and test Humor as the factors that caused them to perform enjoy in teaching English performance.This study explored the use of humor in teaching and learning in higher education classrooms.

Despite the growing body of research on humor in higher education, limited studies have attended to teachers' perspectives. This study focused on understanding humor from both teachers' and students' perspectives. It drew on an interpretivist approach to explore how and why five New Zealand university teachers used humor while teaching, and how their use of humor affected students' learning in the classroom.[38]

Last, Paajokihas conducted the comparative research of Humor in EFL Classroom. "A Comparative Case Research between Elementary and Secondary School Lesson" as the title of his research. Conversation analysis and interview are the methods that were used by Paajoki. In this research, he observed the same teacher who teaches the 5th grade and 9th grade. He presumed that every teacher has a different teaching style. He focused on how teacher acts with students with different ages, a more clear view of possible differences in humor used between two grades.

After conducting the research, he concluded that teasing and irony was often used in classroom of 5th grade and 9th grade. Irony was used in 9th grade while in 5th grade the teacher used teasing and neutral type humor repeatedly. The effect of humor in the classroom was another interest of the research and the result mostly showed the positive effects.[39]

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[38]Farhana Abu Bakar,The Use of Humour in Teaching and Learning in Higher Education the University of Otago,Dunedin,New Zealand.2018

[39]Sanna Paajoki, Humor in EFL Classroom. A Comparative Case Research between Elementary and Secondary School Lesson.University of Jyväskylä
Department of Languages English. March ,2014

So in this study, researchers focused on Students' Perceptions of Using Humor in Learning English at SMAN 2 TILATANG KAMANG 2020/2021. This is considered as crucial to research because foreign languages are easier for students to understand by using teacher humor. This study is different from the previous study, because this study only focuses on students' perceptions of teacher humor in the classroom.

C. Conceptual Framework

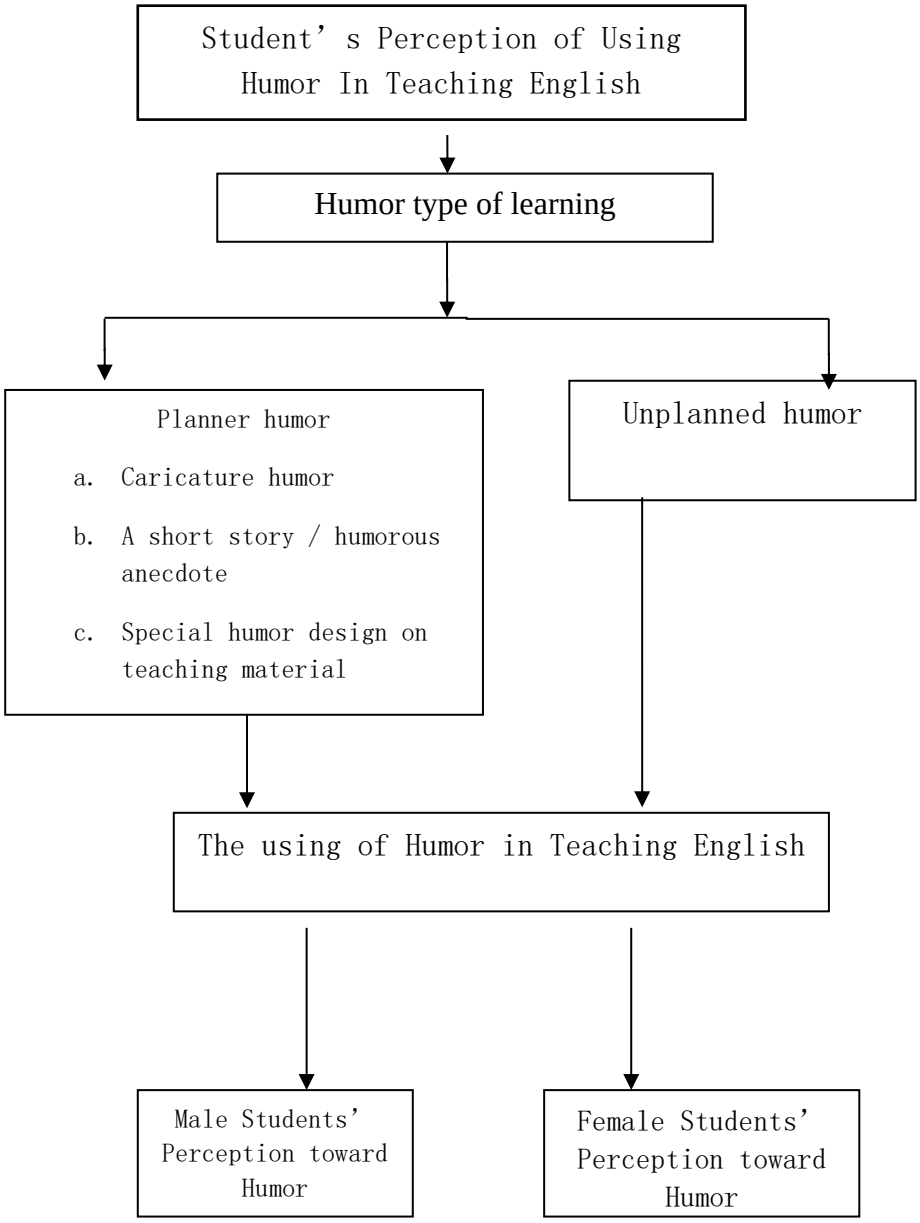


Table 2.1

Based on the conceptual framwork, reseacher will do the reseach at eleventh grade in SMA N 2 Tilatang Kamang. The researcher want to find out students' perception of using humor in the class while learning English. There are types of humor in learning such as planned humor and unplanned humor. Furthermore, there is a different between male and female in responding humor.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

This research used descriptive quantitative research. Descriptive research is a kind of research method to describe and interpret an object naturally.[40] The purpose of this research was to describe the phenomena existing infield in order to get the information base on data collection. Quantitative research is a process to get knowledge or information by using numerical data as the tool to get what information which is intended to be known.[41] It means that quantitative descriptive research uses the data shape of the numbers and statistic analyze.

The aimed of this research was to find out students' perception of the use humor thein teaching English. Furthermore, there was a different between male and female in responding humor. So that, this research wanted to find out the difference between male and female in responding humor either.

B. Population and Sample

1. Population

Population is the total of the subjects of the research. According to Cresswell, the population is a group of individuals who have the same characteristic.[42] Moreover, Margono add that the population is all of target data in the scope and time which determine.[43] In short, the population in this research isall ofEleventh grade students of SMAN 2 Tilatang Kamang for the 2020/2021 school year consisting of three classes with a population of 75 students.

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[40]Sukardi, *Metodologi Penelitian Pendidikan*, (Jakarta:PT Bumi Aksara,2003). P.157

[41]Margono, *Metodologi Penelitian Pendidikan*, KomponenMKDK, (Jakarta: Rineka Cipta,2007). P.105-106

[42]John W Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (United States of America. Merril Prentice,Hall.2008) p.213

[43]Margono, P.118

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

Table 3.1 Distribution of population at the Eleventhe grade students of SMAN 2 Tilatang Kamang

Class	Male Students	Female Students	Total members
XI MIPA	7	17	24
XI IPS 1	9	17	26
XI IPS 2	14	14	28
Total	30	48	78

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

2. Sample

There are defenition of sample according to expert. First, Cresswell adds a sample is a sub group of the target population that the researcher plans to study for generalizing about the target population.[44] Second, According to Sugiyono, Sample is part of the number and characteristics possessed by the population.[45]

To determine a sample in this research, the researcher used total sampling because the researcher want to select all of students who were taught as a sample. Sugiyono states that total sampling is a technique sampling that take all populations a sample. 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.

C. Research Instrument

Questionnaire is a sequence of statements to measure responses of individual or group. In order to know the students' perception toward the humor, the researcher will give questionnaire to the students to collect information. Likewise, there are two kinds of questionnaire, close and open questionnaire. In this research the researcher will use close questionnaire. As stated by Sugiyono, "close questionnaire is a questionnaire that has an

[44]John W Creswell. Loc. Cit, p.142
[45] Sugiyono, *Metodologi Pendidikan Bisnis*, Bandung:Alfabeta. 2014. P. 200

alternative answer for respondents"[46]. It means that respondents will choose answer based on provided options.

The researcher used questionnaire because it isa precise way to collect data related to the focus of the research and gave some advantages for the researcher. In this research, the researcher used the options of *sangat setuju, setuju, netral, tidak setuju, and sangat tidak setuju* as the alternative answer in the likert scale. Each of them had positive and negatif scoring. The following table will show the scoring of each answer:[47]

Table 3.2: Rating Likert Scale

Pernyataan Positif			**Pernyataan Negatif**		
Sangat Setuju	SS	5	Sangat Setuju	SS	1
Setuju	S	4	Setuju	S	2
Netral	N	3	Netral	N	3
Tidak Setuju	TS	2	Tidak Setuju	TS	4
Sangat Tidak Setuju	STS	1	Sangat Tidak Setuju	STS	5

Source: I'anatut Thoifah (2015)

The researcher anallyzed the satudents' questionnaire based on the table above, for example if the students choose "SS" in the positive statement the score will be 5, meanwhile if the students choose "SS" in the negative statement the score will be 1.

The validity of the questionnaire is describedthrough content validity. Sukardi states that an instrument is valid if it measures as what is intended to be measured.[48] To validate the data usually the questionnaire is analyzed by using judgement expert. It means that the researcher did the validity to judge questionnaire was valid by consulting it to the experts, which in this research were lecturers of English Education department.

[46]Ibid P. 200

[47]I'anatut Thoifah, *Statistika Pendidikan dan Penelitian Kuantitatif*, (Malang: Madani Publishing, 2015), p. 40

[48]Sukardi,. P.121

D. Technique of Data Collection

In collecting data, the researcher conducted by applying several steps. The steps taken by researcher to collect the data are as follow:

1. The researcher distributed the questionnaire to the respondents.
2. The researcher asked respondents to choose the optional answer that is provide in the questionnaire
3. The researcher typo time to the respondents to answer the question.
4. The researcher collected the questionnaire.

E. Technique of Data Analysis

This data was analyzed through instrument to got the research result after collected the data. In describing the data of the students' perception of using humor in teaching English, the researcher has follow these 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 had used technique for analyzing the data by using the formula that suggested by Sudijono, as follows:[49]

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

   Where: P = percentage of the result

   f = frequency of total score

   n = total amount of the sample

5. Then, the researcher found mean of the data by using formula that suggested by Sudijono as follow:[50]

[49]Anas Sudijono, *Pengantar Statistik Pendidikan*,(Jakarta: PT Raja Grafindo,2014). P.43
[50]Ibid., p.80

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

Where: Mx = mean

$\sum$x = total of the percentage

n = amount of items

6. Data interpretation

After found the mean of the data, the researcher calculated all the percentages gotten from each indicator and to gain the data interpretation for each indicator. To see the data percentage result of the data got can be seen in the data interpretation below:[51]

Table 3.3 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 3.3 shows that the interpretation of rating quality were: very good, good, moderate, poor and bad. For instance, if the indicator got the highest mean score in the range 0% - 20%, it means that this indicator has bad condition. If the indicator got the highest mean score in the range 20%-40%, it means that this indicator has poor condition. And if the indicator got the highest mean score in the range 41%-60%, it is mean that this indicator has moderate condition. Next, if the indicator got the highest mean indicator score in the range 61% - 80%, it means that the indicator has good condition. The last if the indicator got the highest mean score in the range 81%-100%, it means that this indicator has very good condition.

[51]Ibid., p.40

7. Making the conclusion

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.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

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.

1. Description of the Data

There were 22 items of the questionnaire which were divided into 3 categories based on the types of humour in learning, they are Planned Humor and Unplanned Humor. The questionnaire was distributed by using Whatsapp application. The questionnaire that the informants received was in Google Forms Format which can be visited at https://forms.gle/MyhQLMMrntBuBFT8A. From the Google Forms, the responses that each sample gave were recorded automatically and were saved in Google Drive that the researcher already prepared. The responses from the informants can be viewed on **APPENDIX I (page.)** The result of the questionnaire can be viewed on the table below:

Table 4.1 Students' Perception toward 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	Performance	72,22%	Positive

Humor	Pantomime	73,47%	Positive
	Gestures	73,69%	Positive
Mean Score		75,02%	Positive

Based on the table above, it was found out that the students' perception toward 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 humor. Furthermore, the general perception of the students' toward the humor on learning English was 75,02% which was also categorized as positive perception

The table above only shows the total score of the students who answer the questionnaire. However, the students' perception cannot be concluded just from the table above. Furthermore, the students' perception was analyzed based on the types of humour in learning. They are Planned Humor and Unplanned Humor

Furthermore, the result also showed the students' perception towards humor based on their gender. The result can be viewed on the table below:

Table 4.2
The Result of Female Students' Perception of Using Humor in Teaching English Class

Number of Items	Alternate Options				
	5	4	3	2	1
1	19	20	6	1	1
2	12	19	13	2	1
3	19	17	8	2	1
4	12	16	12	5	2
5	18	21	6	1	1
6	13	22	8	2	2
7	24	17	4	1	1
8	12	14	6	9	6

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	17	20	7	3	0
15	13	16	12	5	1
16	11	24	8	2	2
17	11	15	16	4	1
18	10	15	14	6	2
19	11	18	14	2	2
20	13	13	12	8	1
21	11	19	13	3	1
22	13	6	10	11	7
Total	307	376	219	91	41
Percentage	29,69%	36,36%	21,18%	8,80%	3,97%

Based on the table above it was found out the 26,69% of the female students responded very agree to positive statements and very disagree to negative statements. 36,36% of the female students responded agree to positive statements and disagree to negative statements. 21,18% of the female students responded neutral. 8,80% of the female students responded disagree to positive statements and agree to negative statements. Finally, only 3,97% of the female students responded very disagree to positive statements and very agree to negative statements.

Table 4.3 The Result of Male Students' Perception of Using Humor in Teaching English Class

Number of Items	Alternate Options				
	5	4	3	2	1
1	10	15	3	0	0
2	6	13	5	3	1
3	7	16	4	1	0
4	3	13	5	6	1
5	11	16	0	1	0
6	4	15	5	3	1
7	13	13	2	0	0
8	3	10	9	5	1

9	6	14	5	3	0
10	4	10	9	4	1
11	8	12	7	1	0
12	3	7	13	3	2
13	4	16	8	0	0
14	5	15	5	3	0
15	4	14	7	2	1
16	4	13	9	2	0
17	4	16	6	2	0
18	4	6	9	7	2
19	3	15	6	4	0
20	4	11	8	4	1
21	6	8	7	6	1
22	4	8	7	7	2
Total	120	276	139	67	14
_Percentage	19,48%	44,81%	22,56%	10,88%	2,27%

Based on the table above it was found out the 19,48% of the male students responded very agree to positive statements and very disagree to negative statements. 44,81% of the male students responded agree to positive statements and disagree to negative statements. 22,56% of the male students responded neutral. 10,88% of the male students responded disagree to positive statements and agree to negative statements. Finally, only 2,27% of the male students responded very disagree to positive statements and very agree to negative statements

2. Data Analysis

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

a. 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 4.4 Students Perception toward 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 follow:

Table 4.5 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 follow:

Table 4.6 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 4.7 Students Perception toward 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 4.8 Students Perception toward 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 4.9 Students Perception toward Humour in Learning (Gestures Humor)

Number of Items	Sub Indicators	Alternate Options					Perception
		5	4	3	2	1	
16	Gestures	15	37	17	4	2	73,69%
17		15	31	22	6	1	
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 4.10 Students' Perception toward 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

It can be concluded that the students' perception toward humor in learning English was 75,02% which is in the score range between 61%-80%. This means that the students' perception was in positive category.

b. The different of female and male Students' Perception of Using Humor in Teaching English Class

1) 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 4.11 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	Caricature Humor	19	20	6	1	1	78,72%	Positive
2		12	19	13	2	1		
3		19	17	8	2	1		
4		12	16	12	5	2		
5	A short story / Humorous anecdote	18	21	6	1	1	78,62%	Positive
6		13	22	8	2	2		
7		24	17	4	1	1		
8		12	14	6	9	6		
9	Special Humor	11	14	16	4	2	73,76%	Positive
10		9	14	14	7	3		
11		19	18	5	4	1		
12	Performance	12	19	7	7	2	74,04%	Positive
13		17	19	8	2	1		
14		17	20	7	3	0		
18		10	15	14	6	2		
19		11	18	14	2	2		
22		13	6	10	11	7		
15	Pantomime Humor	13	16	12	5	1	75,11%	Positive
21		11	19	13	3	1		
16	Gesture Humor	11	24	8	2	2	74,18%	Positive
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%.

2) 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 4.12 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	Caricature Humor	10	15	3	0	0	76,96%	Positive
2		6	13	5	3	1		
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		3	15	6	4	0		
22		4	8	7	7	2		
15	Pantomime Humor	4	14	7	2	1	70,71%	Positive
21		6	8	7	6	1		
16	Gesture Humor	4	13	9	2	0	72,86%	Positive
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%.

Table 4.13 Students' Perception toward Humour in Learning English

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% > 73,81%	Female

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.

B. Discussion

Based on the finding above, it was found that the students' perception toward the humor in learning English was in positive category. This conclusion was taken by taking the average score from the 4 types of humor in learning English which was Caricature Humor learning (78,07%), A short story / Humorous anecdote (78,53%), Special Humor (74,13%), and unplanned humor (72,85%) . Hence the average score of these indicators was 75,90% which was in the positive category. Furthermore, 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 (75,80%>73,67%)

This finding support the theory from cooper et al & Hartono, they said that there are 3 main advantages of using humor.[52] [53] 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.

[52] Katelyn M. Cooper, To be funny or not to be funny: Gender differences in student perceptions of instructor humor in college science courses, (USA: Arizona State University, 2018), p
[53] Rudi Hartono, Ragam Model Pembelajaran Yang Mudah Diterima Murid, (Yogyakarts : Diva Press, 2013), p. 40

Furthermore, this result of the research contradict the theory from Decker, Rotondo, and Herzoq that said there is some evidence that female students perceive certain subjects to be more offensive than male students do. 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. The reason of why this result of the research contradict with the theories from experts is because the researcher did not include the sexual jokes in the questionnaire since it would offensive in the field of the research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, both problems of the research were answered. First, “what is the students’ perception of using humor in teaching English class at SMAN 2 Tilatang Kamang?” it was found that the students’ perception toward the humor in learning English was in positive category. This conclusion was taken by taking the average score from the 4 types of humor in learning English which was Caricature Humor learning, A short story / Humorous anecdote, Special Humor, and unplanned humor. Second, hat is the difference between male and female students' perceptions of the use of humor in teaching English class at SMAN 2 Tilatang Kamang? It was found out 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.

B. Suggestion

Based on the conclusion above, the researcher come up with some suggestion for some elements, such as follow:

1. Teachers

   It is suggested for the teacher to continue using humor in the classroom, since the students have positive perception of the use of humor in teaching English.

2. Next Researchers

   It is suggested for the next researcher who will conduct researches that are related with these variables to use different approach and method in order to obtain more valid and further data.

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APPENDIX 1
RESEARCH INSTRUMENT GUIDELINE

Variable	Sub-variable	Indicator	Descriptor	Sum of Item	Number of Item
Students' Perception of Using Humor in Teaching English	**Types of humor**	**Planned humor**	**a.** Caricature Humor is made in the form of funny caricature image	4	1,2,3,4
			b. A short story / Humorous anecdote is a short story or anecdote that contains humor.	4	5,6,7,8
			c. Special humor designs on teaching materials, can be included in exam questions, syllabus, examples designed to contain humor and so on	3	9,10,11
		Unplanned humor	This humor appears spontaneously, both from teachers and students**.** It's depend on performance, pantomime, gestures, and so on**.**	11	12,13,14, 15,16,17, 18,19,20, 21,22

APPENDIX 2

RESEARCH QUESTIONNAIRE

ANGKET PENELITIAN

Students Perception of Using Humor in Teaching English Class at SMAN 2 Tilatang Kamang

a. Petunjuk Pengisian Angket

A. Isilah terlebih dahulu identitas saudara
B. Bacalah pernyataan ini dengan seksama
C. Isilah jawaban saudara/i dengan membeir tanda centang (√) pada salah satu opsi jawaban yang menjadi jawaban saudara/i.
D. Keterangan:

SS	=Sangat Setuju
S	= Setuju
N	= Netral
TS	=Tidak Setuju
STS	= SangatTidakSetuju

b. IdentitasResponden

Nama :
Jenis Kelamin :

c. Pengantar

AssalamualaykumWarahmatullahiWabarakatuh

Penelitian ini bertujuan untuk mengumpulkan data tentang persepsi siswa tentang penggunaan humor oleh guru di dalam kelas bahasa inggris.Untuk itu,peneliti mohon kesediaan saudara/i untukmengisi"angket"yang telah di sediakan sesuai dengan keadaan yang sebenarnya. Kerahasiaan data dan identitas saudara/i akan peneliti jaga, penilitian ini tidak ada hubungannya dengan nilai saudara/i. Data yang saudara/i berikan sangat berarti bagi peneliti.Oleh karena itu,peneliti berharap saudara/i memberikan data yang valid pada peneliti.

Atas partisipasi dan kerja samanya, peneliti mengucapkan terimakasih.

Wassalam,

Peneliti
RAHMA YANA
NIM. 2316.132

No	Pernyataan	SS	S	N	TS	STS
1	Saya senang jika dalam pembelajaran guru menampilkan gambar yang lucu di dalamnya					
2	Saya kurang tertarik dengan gambar lucu yang di berikan guru ketika mengajarkan materi pembelajaran					
3	Saya merasa semangat untuk belajar bahasa inggris ketika ada gambar gambar humoris di tampilka					
4	Saya tidak suka jika terlalu banyak gambar lucu ketika guru mengajarkan materi pembelajaran					
5	Guru saya menyelipkan cerita cerita lucu pada saat mengajarkan materi yang sulit					
6	Saya bosan belajar bahasa inggris meskipun guru saya menceritakan cerita yang lucu di dalam kelas					
7	Saya senang bila dalam mengajar, guru saya membuat cerita lucu yang membuat siswa tertawa					
8	Saya kurang antusias mengikuti pembelajaran bahasa inggris karena cerita lucu yang di certakan itu itu saja					
9	Guru saya selalu menyelipkan hal hal lucu di dalam soal ujian					
10	Menurut saya meskipun ada hal yang lucu di dalam soal yang diberikan guru, saya tetap tidak memahami bahasa inggris					
11	Saya senang jika di akhir pembelajaran ada game yang bersifat humor					
12	Saya tidak selalu tertawa jika ada lelucon yang terjadi di dalam kelas					
13	Saya merasa senang bila mendengar lelucon dari guru saya					

14	Guru saya tidak pernah tertawa bersama siswa meskipun ada sesuatu yang lucu di dalam kelas					
15	Ketika teman teman saya bosan dalam belajar guru saya menampilkan mimik wajah yang lucu					
16	Saya kurang tertarik dengan pembelajaran walaupun ada gestur lelucon di dalam kelas					
17	Dalam belajar bahasa inggris selalu ada gestur lelucon yang di berikan guru pada materi tertentu					
18	Saya tidak tertarik pada humor yang tiba tiba saat belajar mengajar					
19	Ketika belajar bahasa inggris selalu ada humor yang tiba tiba pada saat situasi yang serius					
20	Saya cenderung tidak suka apabila selalu ada gestur humor ketika pelajaran sedang berlangsung					
21	Di dalam kelas saya terkadang guru saya menirukan suara lucu yang membuat kami tertawa					
22	Saya tidak suka ketika suasana terlalu ribut ketika pembelajaran berlangsung karena ada humornya					

Terima Kasih Atas Partisipasinya

APPENDIX 3

LEMBAR VALIDASI ANGKET

Students' Perception of Using Humor in Teaching English Class at SMAN 2 Tilatang Kamang

Nama : Rahma Yana

Judul Penelitian : Students' Perception of Using Humor in Teaching English Class at SMAN 2 Tilatang Kamang

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

1. Untuk memberikan penilaian terhadap angket penelitian "Students' Perception of Using Humor in Teaching English class at SMAN 2 Tilatang Kamang, Bapak/ Ibu cukup memberikan tanda checklist (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   1 : Tidak Valid
   2 : Kurang Valid
   3 : Cukup Valid
   4 : Valid
   5 : Sangat Valid
3. Huruf-huruf yang terdapat pada kolom yang dimaksud memiliki arti:
   A : Dapat digunakan tanpa revisi
   B : Dapat digunakan dengan sedikit revisi
   C : Dapat digunakan dengan revisi sedang
   D : Dapat digunakan dengan banyak revisi
   E : Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	

1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas				✓		
	b. Indikator yang diamati pengamat mudah diamati				✓		
	c. Masing-masing indikator dapat dibedakan dengan jelas				✓		
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek				✓		
	b. Kebenaran isi angket				✓		
3	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				✓		
	b. Menggunakan kalimat yang mudah dipahami				✓		

B. PENILAIAN SECARA UMUM

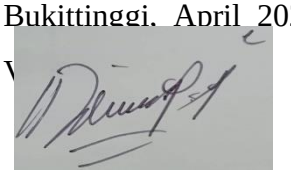
NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap angket		✓			

C. KOMENTAR/ SARAN

Jum.at tanggal 30 April 2021, validasi instrument penelitian mahasiswa PBI atas nama rahma “perbaikan item 12 dari saya selalu tidak tertawa menjadi jarabg tertawa”.

Bukittinggi, April 2021

V



Dodi Pasila Putra, M.Pds

LEMBAR VALIDASI ANGKET

Students' Perception of Using Humor in Teaching English Class at SMAN 2 Tilatang Kamang

Nama : Rahma Yana

Judul Penelitian : Students' Perception of Using Humor in Teaching English Class at SMAN 2 Tilatang Kamang

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

1. Untuk memberikan penilaian terhadap angket penelitian "Students' Perception of Using Humor in Teaching English class at SMAN 2 Tilatang Kamang, Bapak/ Ibu cukup memberikan tanda checklist (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:

   0: Tidak Valid

   a. : Kurang Valid

   b. : Cukup Valid

   c. : Valid

   d. : Sangat Valid

C. Huruf-huruf yang terdapat pada kolom yang dimaksud memiliki arti:

   A: Dapat digunakan tanpa revisi

B: Dapat digunakan dengan sedikit revisi

C: Dapat digunakan dengan revisi sedang

D: Dapat digunakan dengan banyak revisi

E: Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan Jelas					√	
	b. Indikator yang diamati pengamat mudah diamati				√		
	c. Masing-masing indikator dapat dibedakan dengan Jelas				√		
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek				√		
	b. Kebenaran isi angket				√		
3	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar				√		
	b. Menggunakan kalimat yang				√		

	mudah dipahami						

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap angket	√				

C. KOMENTAR/ SARAN

Apakah angket menggunakan penilaian positif – negative ? Karena terdapat pernyataan positif-negatif. Jika iya, tentu hati-hati dalam tabulasi data nantinya.

Bukittinggi, 17 April 2021

Validator



Dr. Supratman Zakir, S. Kom., M. Pd., M. Kom

SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : Dr. Supratman Zakir, S. Kom., M. Pd., M. Kom

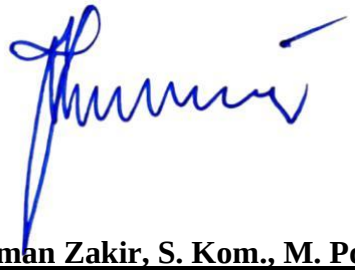
Jabatan : Dosen

Dengan ini menyatakan bahwa mahasiswa yang bernama Rahma Yana dengan nim 2316.132 dengan judul "Students' Perception of Using Humor in Teaching English Class at SMA N 2 Tilatang Kamang" benar telah melakukan validasi instrument penelitian yang akan dipergunakan untuk penelitian dan pengolahan data dalam pengolahan skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Bukittinggi, 17 April 2021

Validator



Dr. Supratman Zakir, S. Kom., M. Pd., M. Kom

LEMBAR VALIDASI ANGKET

Students' Perception of Using Humor in Teaching English Class at SMAN 2 Tilatang Kamang

Nama : Rahma Yana

Judul Penelitian : Students' Perception of Using Humor in Teaching English Class at SMAN 2 Tilatang Kamang

Fakultas/ Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Petunjuk :

1. Untuk memberikan penilaian terhadap angket penelitian "Students' Perception of Using Humor in Teaching English class at SMAN 2 Tilatang Kamang, Bapak/ Ibu cukup memberikan tanda checklist (√) pada kolom yang disediakan.
2. Angka-angka yang terdapat pada kolom yang dimaksud berarti:
   1 : Tidak Valid
   2 : Kurang Valid
   3 : Cukup Valid
   4 : Valid
   5 : Sangat Valid
3. Huruf-huruf yang terdapat pada kolom yang dimaksud memiliki arti:
   A : Dapat digunakan tanpa revisi
   B : Dapat digunakan dengan sedikit revisi
   C : Dapat digunakan dengan revisi sedang
   D : Dapat digunakan dengan banyak revisi
   E : Tidak dapat digunakan

A. ASPEK PENILAIAN

NO	Aspek penilaian	Penilaian					Keterangan
		0	1	2	3	4	
1	Aspek petunjuk						
	a. Petunjuk dinyatakan dengan jelas				V		
	b. Indikator yang diamati pengamat mudah diamati				V		
	c. Masing-masing indikator dapat dibedakan dengan jelas				V		
2	Aspek isi						
	a. Indikator yang diamati sudah mencakup semua aspek				V		
	b. Kebenaran isi angket				V		
3	Aspek bahasa						
	a. Kalimat yang digunakan berdasarkan kaidah bahasa yang benar			V			
	b. Menggunakan kalimat yang mudah dipahami			V			

B. PENILAIAN SECARA UMUM

NO	Uraian	A	B	C	D	E
1	Penilaian secara umum terhadap angket		V			

C. KOMENTAR/ SARAN

.....
.....
.....
.....
.....
.....

Bukittinggi, April 2021

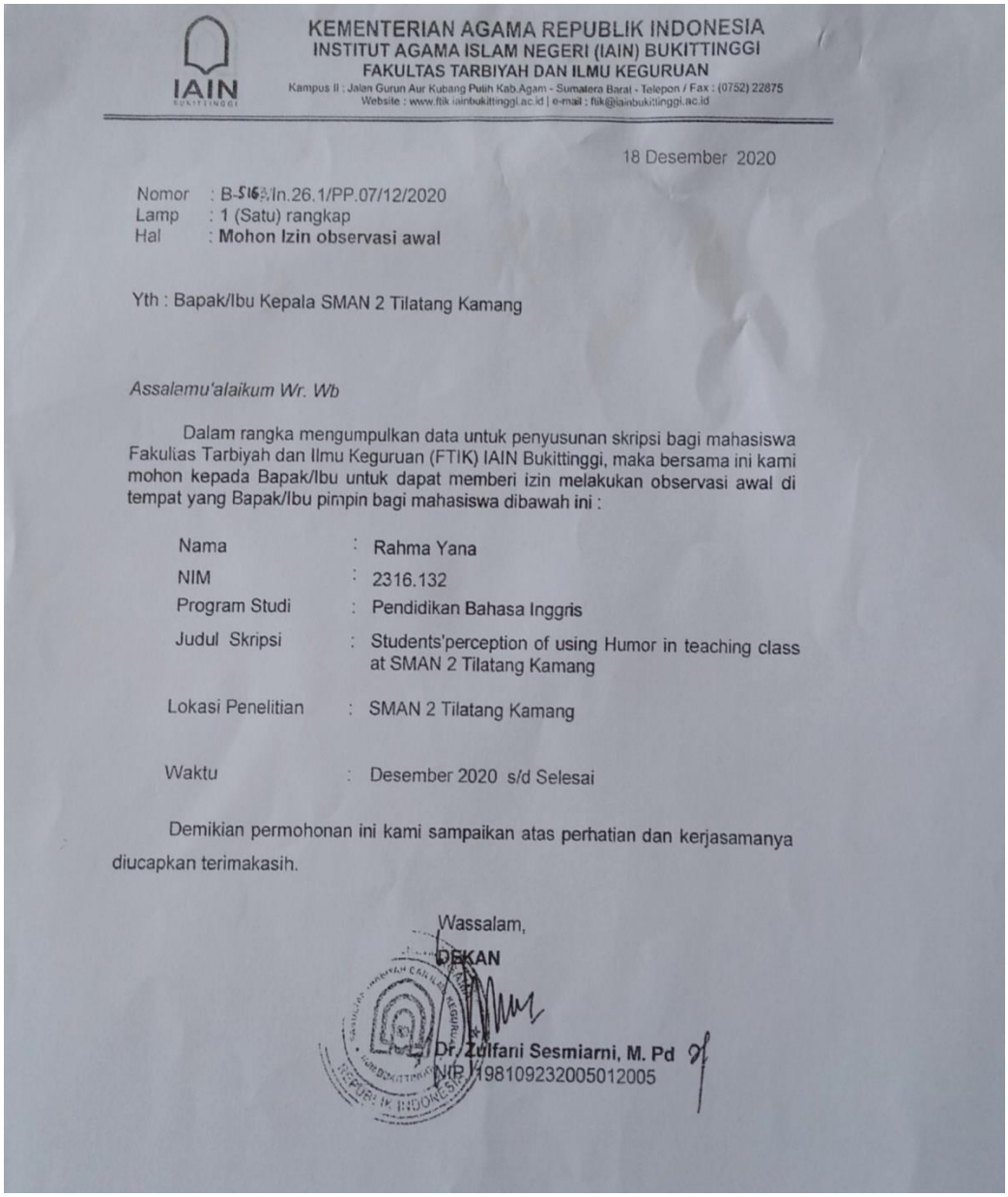
Validator



Muthia Rahman, M.Pd

APPENDIX 4

SURAT IZIN OBSERVASI AWAL



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus II : Jalan Gurun Aur Kubang Putih Kab.Agam - Sumatera Barat - Telepon / Fax : (0752) 22875
Website : www.ftik.iainbukittinggi.ac.id | e-mail : ftik@iainbukittinggi.ac.id

18 Desember 2020

Nomor : B-516/In.26.1/PP.07/12/2020
Lamp : 1 (Satu) rangkap
Hal : **Mohon Izin observasi awal**

Yth : Bapak/Ibu Kepala SMAN 2 Tilatang Kamang

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin melakukan observasi awal di tempat yang Bapak/Ibu pimpin bagi mahasiswa dibawah ini :

Nama	:	Rahma Yana
NIM	:	2316.132
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Students'perception of using Humor in teaching class at SMAN 2 Tilatang Kamang
Lokasi Penelitian	:	SMAN 2 Tilatang Kamang
Waktu	:	Desember 2020 s/d Selesai

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

Wassalam,
DEKAN

Dr. Zulfani Sesmiarni, M. Pd
NIP. 198109232005012005

APPENDIX 5

DOCUMENTASI OBSERVASI

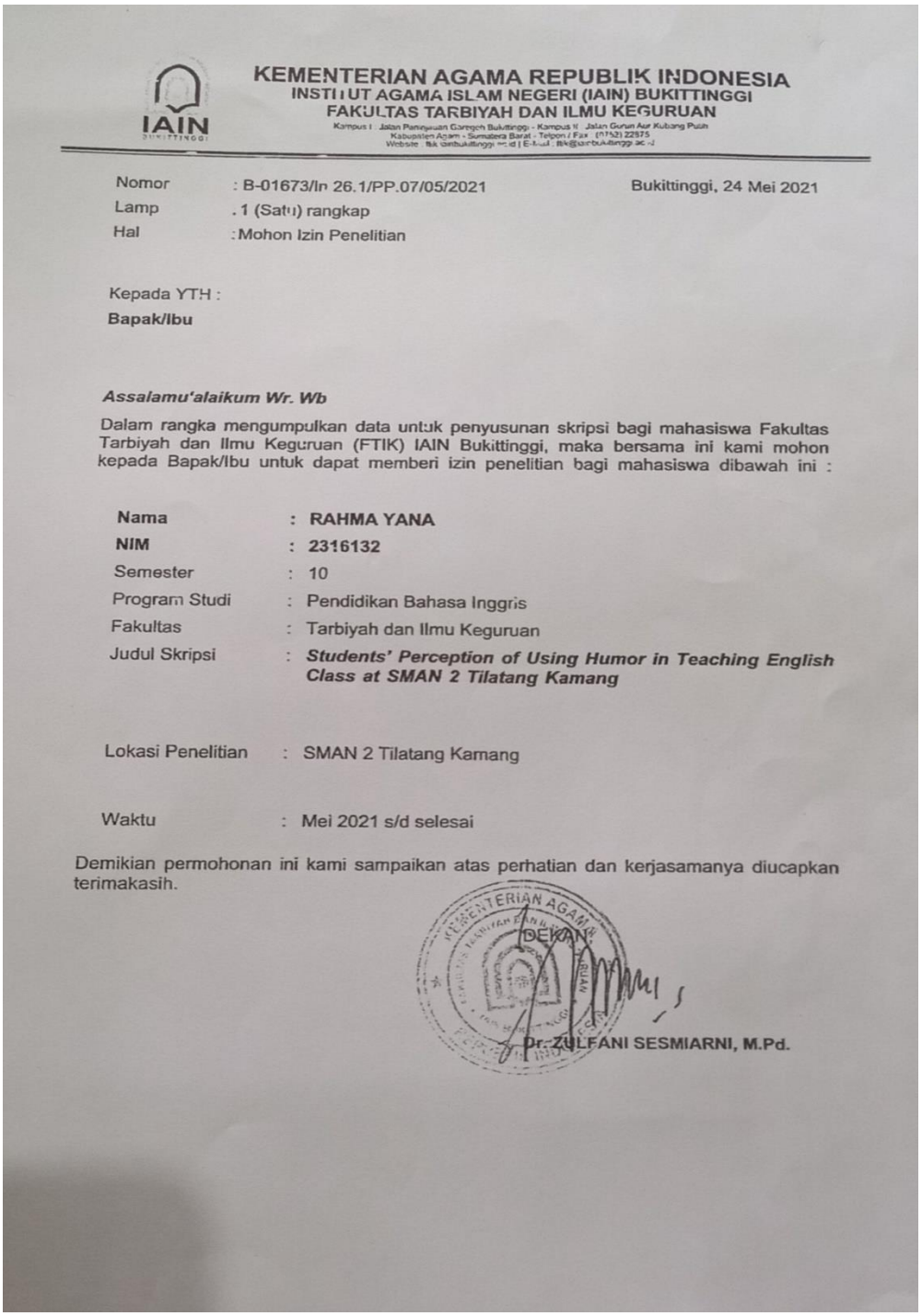



SISWA SISWI
XI MIPA
DAFTAR PIKET
XI MIPA
STRUKTUR KELAS
XI MIPA



APPENDIX 6

SURAT IZIN PENELITIAN



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BUKITTINGGI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Kampus I : Jalan Prof. Mahmud Yunus Lubuk Mata Kuliah Bukittinggi - Kampus II : Jalan Gurun Aur Kubang Putih Kabupaten Agam - Sumatera Barat - Telpon / Fax : (0752) 22875
Website : ftik.iainbukittinggi.ac.id | E-Mail : ftik@iainbukittinggi.ac.id

Nomor : B-01673/In 26.1/PP.07/05/2021 Bukittinggi, 24 Mei 2021
Lamp : 1 (Satu) rangkap
Hal : Mohon Izin Penelitian

Kepada YTH :
Bapak/Ibu

Assalamu'alaikum Wr. Wb

Dalam rangka mengumpulkan data untuk penyusunan skripsi bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Bukittinggi, maka bersama ini kami mohon kepada Bapak/Ibu untuk dapat memberi izin penelitian bagi mahasiswa dibawah ini :

Nama	:	**RAHMA YANA**
NIM	:	**2316132**
Semester	:	10
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Judul Skripsi	:	***Students' Perception of Using Humor in Teaching English Class at SMAN 2 Tilatang Kamang***
Lokasi Penelitian	:	SMAN 2 Tilatang Kamang
Waktu	:	Mei 2021 s/d selesai

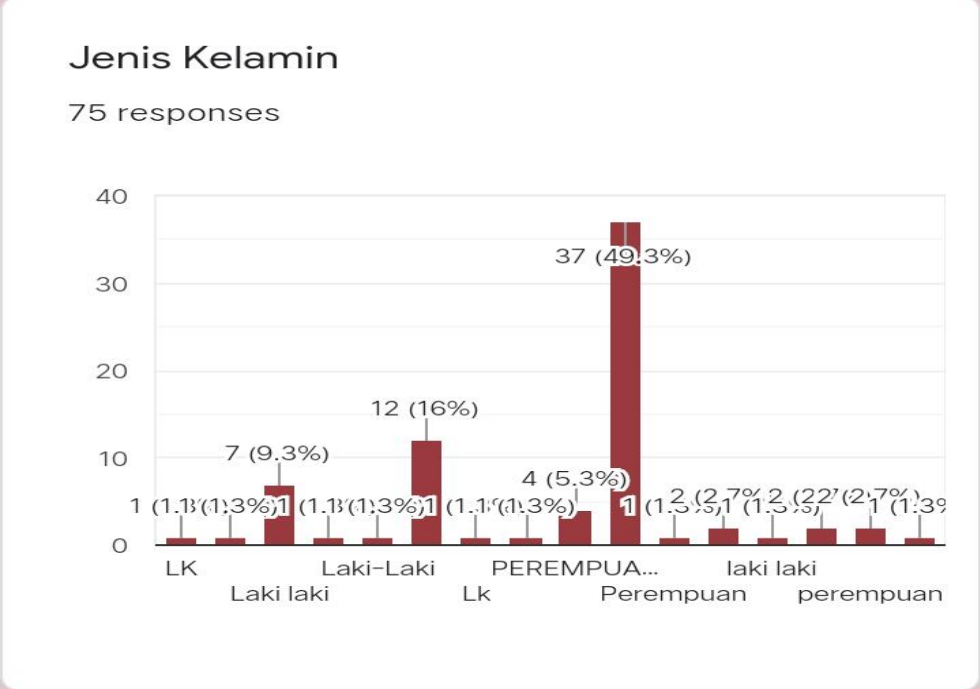
Demikian permohonan ini kami sampaikan atas perhatian dan kerjasamanya diucapkan terimakasih.

DEKAN

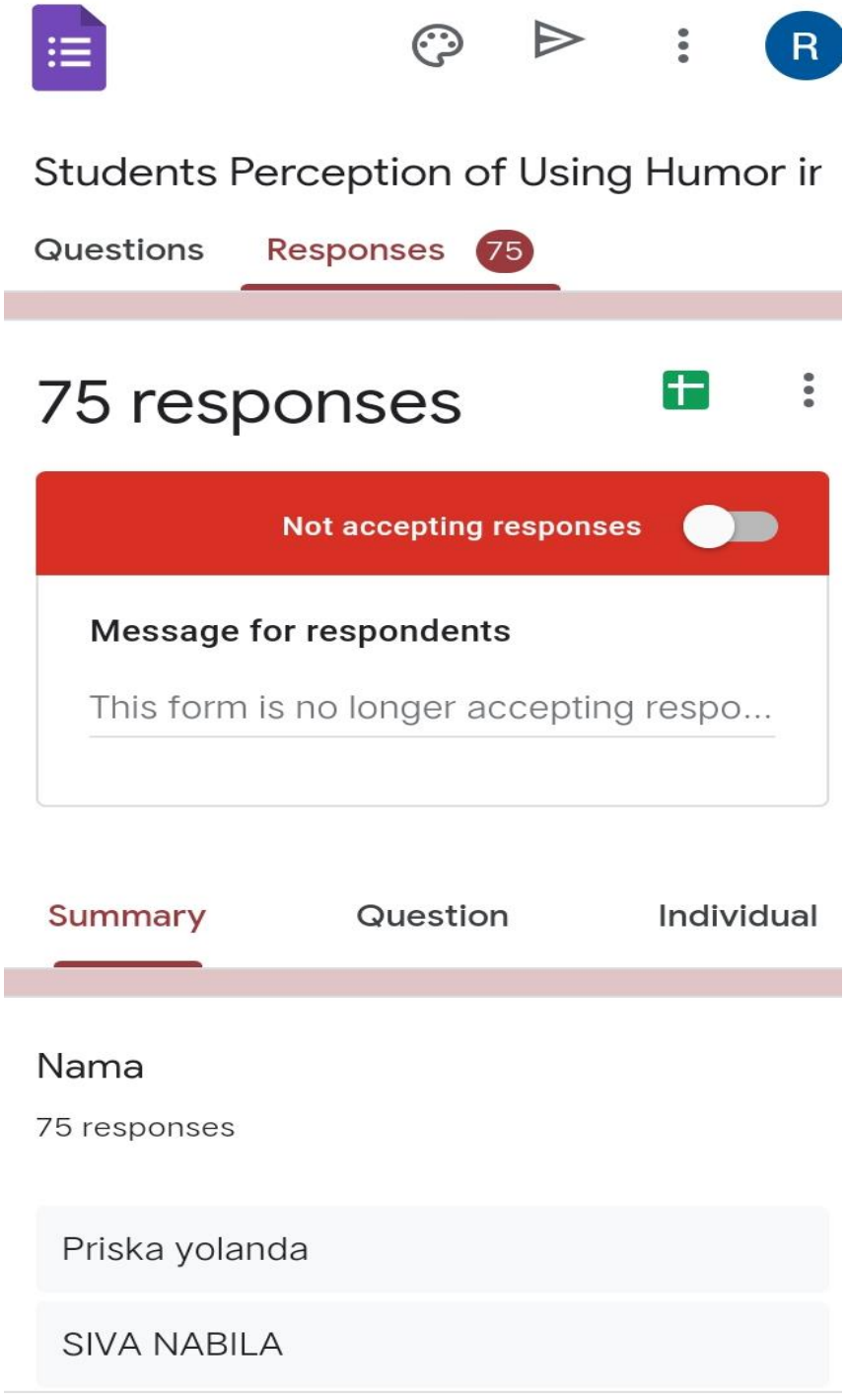
Dr. ZULFANI SESMIARNI, M.Pd.

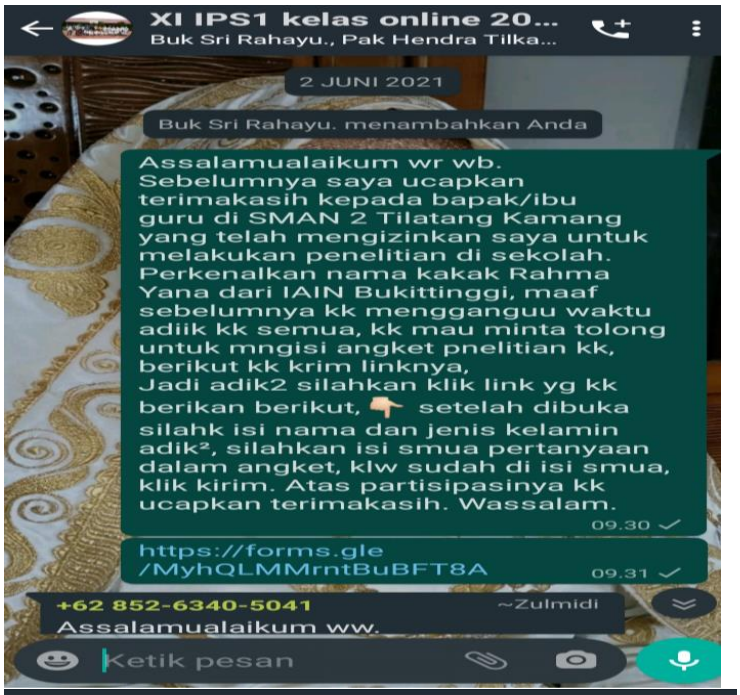
APPENDIX 7

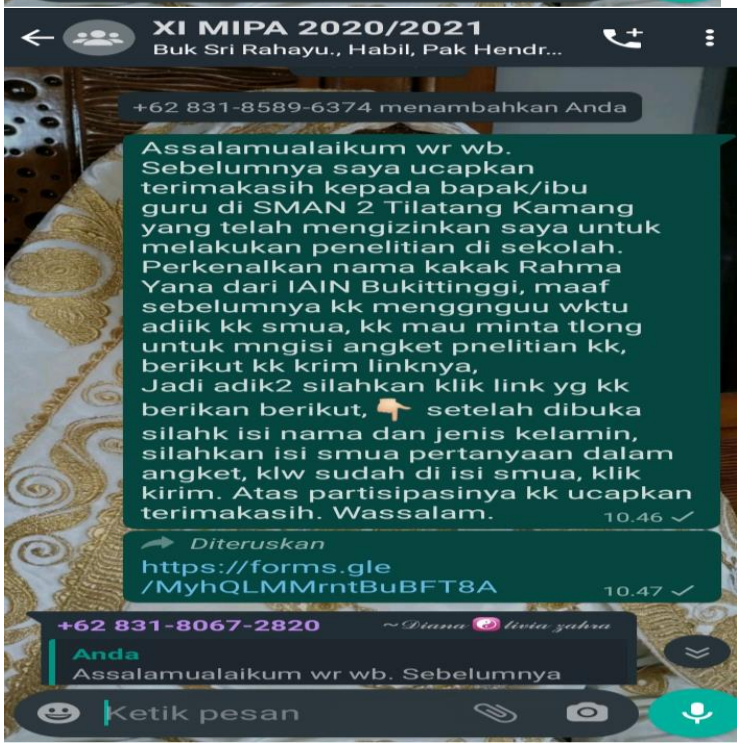
BUKTI PENYEBARAN ANGKET

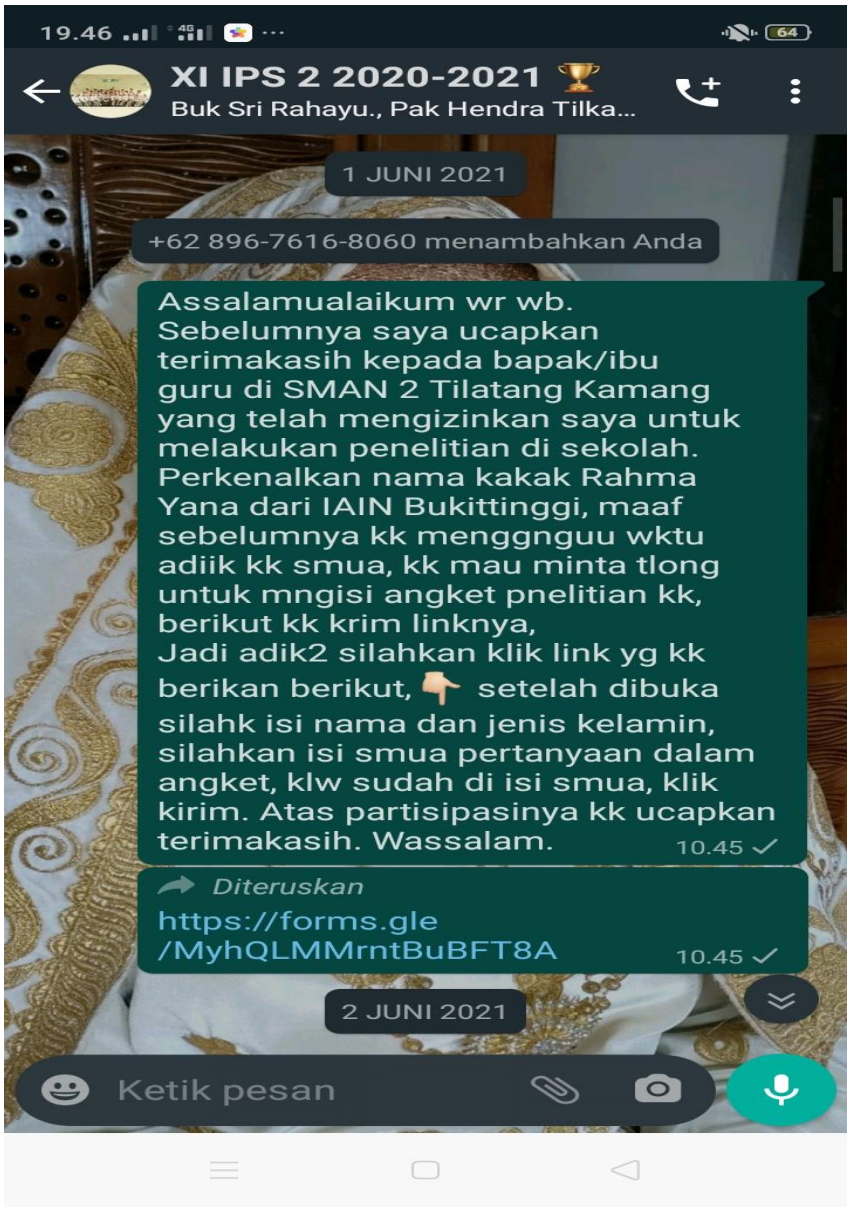


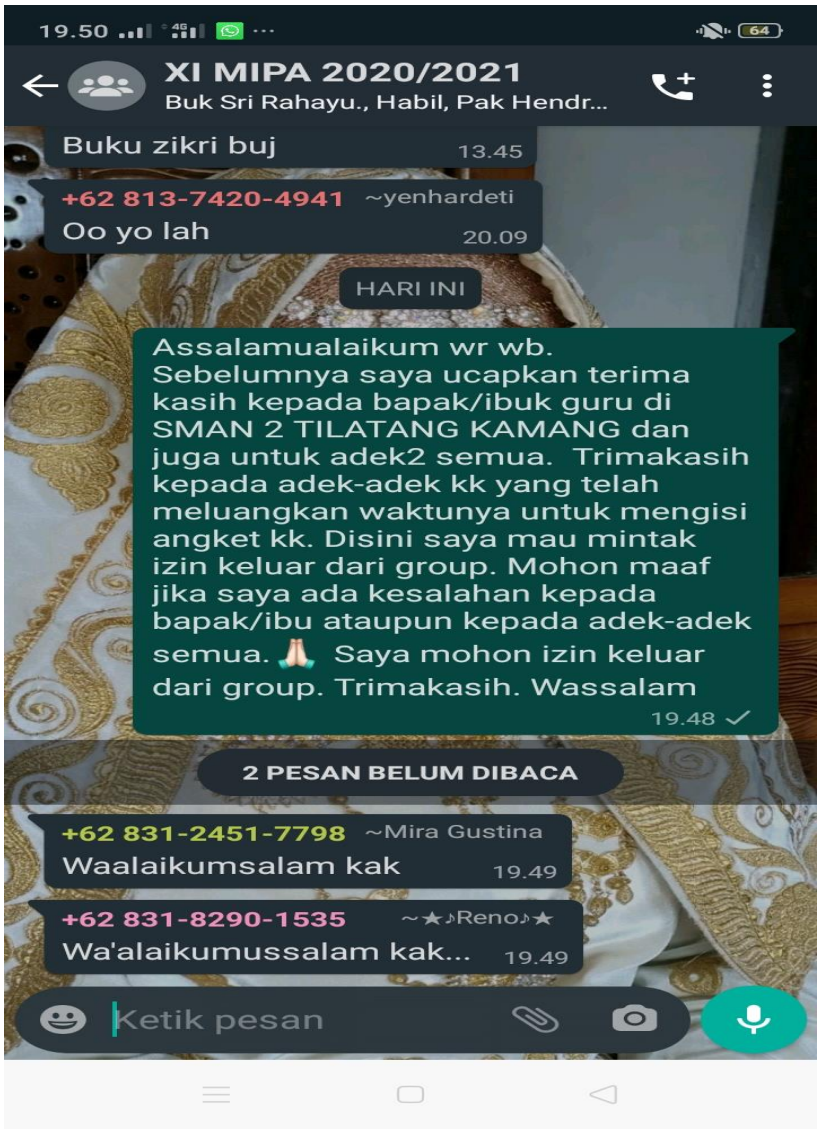



R
Students Perception of Using Humor ir
Questions
Responses 75
75 responses
Not accepting responses
Message for respondents
This form is no longer accepting respo...
Summary
Question
Individual
Nama
75 responses
Priska yolanda
SIVA NABILA


XI IPS1 kelas online 20...
Buk Sri Rahayu., Pak Hendra Tilka...
2 JUNI 2021
Buk Sri Rahayu. menambahkan Anda
Assalamualaikum wr wb.
Sebelumnya saya ucapkan
terimakasih kepada bapak/ibu
guru di SMAN 2 Tilatang Kamang
yang telah mengizinkan saya untuk
melakukan penelitian di sekolah.
Perkenalkan nama kakak Rahma
Yana dari IAIN Bukittinggi, maaf
sebelumnya kk mengganguu waktu
adiik kk semua, kk mau minta tolong
untuk mngisi angket pnelitian kk,
berikut kk krim linknya,
Jadi adik2 silahkan klik link yg kk
berikan berikut, 👇 setelah dibuka
silahk isi nama dan jenis kelamin
adik², silahkan isi smua pertanyaan
dalam angket, klw sudah di isi smua,
klik kirim. Atas partisipasinya kk
ucapkan terimakasih. Wassalam.
09.30
https://forms.gle
/MyhQLMMrntBuBFT8A
09.31
+62 852-6340-5041
~Zulmidi
Assalamualaikum ww.
Ketik pesan


XI MIPA 2020/2021
Buk Sri Rahayu., Habil, Pak Hendr...
+62 831-8589-6374 menambahkan Anda
Assalamualaikum wr wb.
Sebelumnya saya ucapkan
terimakasih kepada bapak/ibu
guru di SMAN 2 Tilatang Kamang
yang telah mengizinkan saya untuk
melakukan penelitian di sekolah.
Perkenalkan nama kakak Rahma
Yana dari IAIN Bukittinggi, maaf
sebelumnya kk menggnguu wktu
adiik kk smua, kk mau minta tlong
untuk mngisi angket pnelitian kk,
berikut kk krim linknya,
Jadi adik2 silahkan klik link yg kk
berikan berikut, 👇 setelah dibuka
silahk isi nama dan jenis kelamin,
silahkan isi smua pertanyaan dalam
angket, klw sudah di isi smua, klik
kirim. Atas partisipasinya kk ucapkan
terimakasih. Wassalam.
10.46
Diteruskan
https://forms.gle
/MyhQLMMrntBuBFT8A
10.47
+62 831-8067-2820
~Diana livia zahra
Anda
Assalamualaikum wr wb. Sebelumnya
Ketik pesan


19.46
XI IPS 2 2020-2021
Buk Sri Rahayu., Pak Hendra Tilka...
1 JUNI 2021
+62 896-7616-8060 menambahkan Anda
Assalamualaikum wr wb.
Sebelumnya saya ucapkan terimakasih kepada bapak/ibu guru di SMAN 2 Tilatang Kamang yang telah mengizinkan saya untuk melakukan penelitian di sekolah.
Perkenalkan nama kakak Rahma Yana dari IAIN Bukittinggi, maaf sebelumnya kk menggnguu wktu adiik kk smua, kk mau minta tlong untuk mngisi angket pnelitian kk, berikut kk krim linknya,
Jadi adik2 silahkan klik link yg kk berikan berikut, 👇 setelah dibuka silahk isi nama dan jenis kelamin, silahkan isi smua pertanyaan dalam angket, klw sudah di isi smua, klik kirim. Atas partisipasinya kk ucapkan terimakasih. Wassalam.
10.45
Diteruskan
https://forms.gle/MyhQLMMrntBuBFT8A
10.45
2 JUNI 2021
Ketik pesan


19.50
XI MIPA 2020/2021
Buk Sri Rahayu., Habil, Pak Hendr...
Buku zikri buj 13.45
+62 813-7420-4941 ~yenhardeti
Oo yo lah 20.09
HARI INI
Assalamualaikum wr wb. Sebelumnya saya ucapkan terima kasih kepada bapak/ibuk guru di SMAN 2 TILATANG KAMANG dan juga untuk adek2 semua. Trimakasih kepada adek-adek kk yang telah meluangkan waktunya untuk mengisi angket kk. Disini saya mau mintak izin keluar dari group. Mohon maaf jika saya ada kesalahan kepada bapak/ibu ataupun kepada adek-adek semua. 🙏 Saya mohon izin keluar dari group. Trimakasih. Wassalam
19.48
2 PESAN BELUM DIBACA
+62 831-2451-7798 ~Mira Gustina
Waalaikumsalam kak 19.49
+62 831-8290-1535 ~★♪Reno♪★
Wa'alaikumussalam kak... 19.49
Ketik pesan

APPENDIX 8

DATA PENGHITUNGAN ANGKET

Nama	Gender	Item Number of questionnaries																					Total	Score Percentage
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Priska yolanda	F	4	4	4	3	5	4	5	1	2	2	4	4	4	3	3	3	3	3	3	3	2	1	70	63,64%
SIVA NABILA	F	4	3	3	4	5	4	5	4	4	3	5	4	5	4	4	4	4	4	4	4	4	2	87	79,09%
LARA YULIANTIKA	F	5	4	4	4	4	4	4	4	4	3	4	3	4	4	3	4	3	3	3	3	3	3	80	72,73%
DIANA OLIVIA ZAHRA	F	4	4	4	4	4	4	4	1	1	2	4	2	4	4	4	4	4	4	2	4	4	2	74	67,27%
Anisa Umayrah	F	4	4	5	4	4	4	5	4	4	4	5	4	5	5	5	4	4	4	5	4	5	5	97	88,18%
Reno Amanda	F	4	4	4	4	5	5	5	2	4	3	5	4	5	5	4	4	5	3	3	3	4	3	88	80,00%
Frenki Fernandes	M	3	4	4	4	4	3	4	3	5	3	3	3	3	4	3	4	3	3	4	3	3	3	76	69,09%
Mahmud Fadil Maulana	M	4	4	2	2	5	4	5	4	4	4	4	4	5	4	5	4	2	4	4	4	5	4	87	79,09%
AHMAD ELDI	M	5	2	5	2	4	4	4	1	2	4	5	1	4	4	2	4	4	2	2	1	1	1	64	58,18%
Winda aulia khairani	F	5	5	5	5	5	5	5	5	5	4	5	5	4	5	3	4	5	4	5	4	5	5	103	93,64%
Rahmi aulia	F	5	4	4	4	5	4	5	4	5	4	5	4	5	5	5	4	5	4	5	5	5	5	101	91,82%
Habil ramadhan	M	3	3	4	4	4	4	4	4	4	4	3	3	3	3	3	3	3	2	2	2	3	3	71	64,55%
Maifiser Rosita	F	4	4	4	2	4	4	4	4	4	4	2	2	3	2	2	4	3	2	4	2	3	3	70	63,64%
Ahmad shauqi	M	4	3	3	3	5	4	5	4	5	2	5	1	3	3	1	3	4	2	4	2	2	2	70	63,64%
Sri Amanda	F	5	4	5	4	5	4	4	3	3	4	4	4	4	4	2	4	3	3	4	3	3	3	82	74,55%
Akbar	M	3	3	3	2	4	2	5	3	4	1	3	3	3	4	3	3	3	3	2	3	3	2	65	59,09%
Ramadia yollana sari	F	3	3	4	3	4	4	3	4	3	4	3	4	3	5	4	4	3	3	3	3	3	4	77	70,00%
Revaldo Alfian	M	4	4	4	3	5	3	4	3	3	3	3	3	4	4	3	3	4	3	4	3	4	3	77	70,00%
MIRA GUSTINA	F	3	3	3	3	4	4	4	2	4	4	4	4	4	4	4	4	4	3	4	2	3	1	75	68,18%
Niko junerik	M	4	4	3	3	4	4	5	2	4	3	3	3	4	4	3	3	3	3	3	3	2	1	71	64,55%
LIDZA AGUSTIN CANIAGO	F	4	4	2	2	4	4	4	2	2	4	2	2	2	4	2	4	2	4	2	2	4	2	64	58,18%
Salma Putri	F	3	3	3	2	4	3	4	2	4	2	3	2	3	4	3	4	3	2	4	2	4	2	66	60,00%
Fika hadia renti	F	4	3	4	2	3	3	4	2	3	2	4	2	4	3	4	4	4	2	4	2	4	2	69	62,73%
MARSHELLA	F	4	4	5	2	4	4	5	2	4	2	5	4	4	4	4	4	3	4	4	2	4	2	80	72,73%
Mutiara Ramadhan	F	4	4	2	4	4	2	4	4	4	2	4	2	4	4	2	2	2	4	4	2	4	2	70	63,64%
Fadhira Nastesi	F	5	3	5	4	4	3	5	3	2	3	4	4	4	4	3	3	3	3	4	3	2	1	75	68,18%
Aldila Melani Putri	F	3	3	4	3	3	4	5	3	3	1	5	3	5	3	3	4	4	5	5	5	4	1	79	71,82%
RESA ANANDA FITRI	F	4	3	4	3	4	3	4	2	3	3	5	3	3	4	4	4	3	3	3	4	3	2	74	67,27%
Aulia Riski	M	4	4	4	4	5	4	5	4	3	4	4	4	4	5	4	4	4	4	4	4	5	4	91	82,73%
Renaldi	M	4	3	4	2	2	3	4	4	4	3	4	3	4	2	4	3	4	3	4	3	2	2	71	64,55%
Ilham	M	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	3	2	65	59,09%
YA ISNA YUSRA	F	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	66	60,00%
Silvi Handayani Fitri	F	5	5	5	5	5	4	5	3	4	3	4	4	5	3	5	1	4	2	4	4	5	3	88	80,00%

Silvi Anta Rini	F	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	66	60,00%
Putri Nasyfa Az Zahra	F	1	1	1	1	1	1	1	1	2	1	1	1	1	2	1	1	1	1	1	1	4	27	24,55%
ZIKRI SABRI	M	4	5	5	5	4	5	5	5	4	5	4	5	4	5	4	5	4	5	3	5	4	5	100	90,91%
KHAIRUNNISA	F	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	99	90,00%
Ayu lestari	F	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	110	100,00%
Melga Kurnia	F	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	110	100,00%
Nama Ariq Dio Efendi	M	5	2	5	4	5	4	5	4	5	5	5	3	4	5	4	5	5	1	5	4	5	4	94	85,45%
Riyan Saputra	M	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	110	100,00%
Noval Kurnia	M	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	1	5	5	5	5	106	96,36%
Elvina Dwi Rizky Cahyani	F	4	4	4	4	4	3	4	2	3	3	4	4	4	4	4	4	3	4	3	4	3	4	80	72,73%
CHECHE MEILY ARZA	F	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	110	100,00%
ELA ALPATRA	F	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	110	100,00%
Fadhil	M	5	5	3	1	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	69	62,73%
muhammad adrian	M	5	4	4	4	4	3	4	3	4	3	4	3	4	4	4	3	4	2	3	4	2	2	77	70,00%
Ahmad purnama	M	5	4	4	4	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	4	2	71	64,55%
VIQRA LUSIANA PUTRI	F	2	2	5	1	4	4	3	1	1	1	4	4	4	4	5	3	2	1	1	5	3	1	61	55,45%
Tessa aulia putri	F	4	4	4	4	5	4	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4	87	79,09%
Risya Iqlima Syahrul	F	5	5	5	5	3	5	5	4	3	3	5	4	5	5	5	4	3	4	3	4	3	3	91	82,73%
Diva Nahdatul Ulum	F	5	4	5	4	5	4	5	1	3	3	3	3	3	4	3	3	3	3	3	3	3	3	76	69,09%
Alvina ramdhani	F	4	3	4	3	4	4	4	4	3	3	5	3	4	3	4	3	4	3	3	3	4	2	77	70,00%
SALSA BILA PUTRI	F	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	110	100,00%
Adetri audia	F	4	3	4	4	4	2	4	2	3	2	4	2	4	2	4	2	4	2	4	2	4	2	68	61,82%
CINDI AZZAHRA	F	4	4	3	3	3	3	2	1	3	4	4	1	2	4	3	4	2	3	4	4	2	2	65	59,09%
Aisya	F	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	110	100,00%
IRWIN SAPUTRA	M	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	86	78,18%
FARHAN ABI HANIF	M	4	4	4	4	5	5	4	3	4	3	5	3	4	3	4	4	4	4	3	4	3	4	85	77,27%
Andika	M	5	4	5	4	5	4	5	4	5	4	4	4	5	4	5	4	5	4	4	4	5	4	97	88,18%
Fadila	F	5	2	4	4	5	1	5	5	4	4	4	5	5	5	4	5	4	4	4	4	4	1	88	80,00%
Finalia Zalukhu	F	5	4	5	4	4	4	5	4	3	3	4	4	4	4	3	4	4	4	3	4	4	4	87	79,09%
Miftahul Khaira	F	4	4	5	4	4	4	5	4	5	4	4	4	4	5	4	4	4	4	4	5	4	5	94	85,45%
Anjeli saputri	F	4	4	3	3	4	4	4	4	3	3	2	4	3	4	3	3	3	3	3	3	3	3	73	66,36%
Ivan fadhillah surya	M	5	4	4	4	4	4	4	3	4	4	4	3	4	4	4	4	4	4	3	4	4	3	85	77,27%
HANNA TASYA	F	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	110	100,00%
RAHUL FAHREZI	M	4	4	4	3	4	4	4	2	2	3	5	4	4	4	4	4	4	2	2	4	4	4	79	71,82%
Muhammad ridho	M	4	1	5	2	4	4	3	3	3	2	3	3	3	3	4	4	2	3	4	3	2	4	69	62,73%
Cici meiliza putri	F	5	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	3	4	1	82	74,55%
SALSA BILA AULIA	F	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4	105	95,45%
Yudha Muharramsyah	M	4	4	4	4	5	4	5	2	3	3	5	4	3	4	2	3	4	3	4	4	3	3	80	72,73%
MIFTAHUL KHAIRANI	F	4	3	3	3	2	5	5	5	3	4	5	5	5	4	2	5	3	5	3	5	4	5	88	80,00%
Muhamad nur azim	M	5	5	4	4	4	1	4	4	4	4	2	2	4	4	4	4	4	5	4	5	4	5	86	78,18%
RONI CHANDRA	M	4	5	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	5	4	4	4	4	91	82,73%
ARLEF DARMA INDRA	M	4	3	4	3	5	4	5	3	2	4	4	3	3	4	3	4	3	3	4	3	2	3	76	69,09%
	5	29	18	26	15	29	17	37	15	17	13	27	15	21	22	17	15	15	14	14	17	17	17		
	4	35	32	33	29	37	37	30	24	28	24	30	26	35	35	30	37	31	21	33	24	27	14		
	3	9	18	12	17	6	13	6	15	21	23	12	20	16	12	19	17	22	23	20	20	20	17		
	2	1	5	3	11	2	5	1	14	7	11	5	10	2	6	7	4	6	13	6	12	9	18		
	1	1	2	1	3	1	3	1	7	2	4	1	4	1	0	2	2	1	4	2	2	2	9		

Notes:

- Angket tentang karikatur humor
- Angket tentang short story
- Angket special humor design
- Unplanned humor

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APPENDIX 9

PENGOLAHAN DATA ANGKET

Number of Items	Indicators	Sub Indicators	Alternate Options				
			5	4	3	2	1
1	Planned humor	Caricature Humor	29	35	9	1	1
2			18	32	18	5	2
3			26	33	12	3	1
4			15	29	17	11	3
5		A short story / Humorous anecdote	29	37	6	2	1
6			17	37	13	5	3
7			37	30	6	1	1
8			15	24	15	14	7
9		Special humor	17	28	21	7	2
10			13	24	23	11	4
11			27	30	12	5	1
12	Unplanned humor		15	26	20	10	4
13			21	35	16	2	1
14			22	35	12	6	0
15			17	30	19	7	2
16			15	37	17	4	2
17			15	31	22	6	1
18			14	21	23	13	4
19			14	33	20	6	2
20			17	24	20	12	2
21			17	27	20	9	2
22			17	14	17	18	9

Number of Items	Indicators	Sub Indicators	Alternate Options					Total	
			5	4	3	2	1		
1	Planned Humor	Caricature Humor	29	35	9	1	1	75	
2			18	32	18	5	2	75	
3			26	33	12	3	1	75	
4			15	29	17	11	3	75	
Total			88	129	56	20	7	300	1500
			440	516	168	40	7	1171	78,07%

Number of Items	Indicators	Sub Indicators	Alternate Options					Total	
			5	4	3	2	1		
5	Planned Humor	A short story / Humorous anecdote	29	37	6	2	1	75	
6			17	37	13	5	3	75	
7			37	30	6	1	1	75	
8			15	24	15	14	7	75	
Total			98	128	40	22	12	300	1500
			490	512	120	44	12	1178	78,53%

Number of Items	Indicators	Sub Indicators	Alternate Options					Total	
			5	4	3	2	1		
9	Planned Humor	Special humor	17	28	21	7	2	75	
10			13	24	23	11	4	75	
11			27	30	12	5	1	75	
Total			57	82	56	23	7	225	1125
			285	328	168	46	7	834	74,13%

Number of Items	Indicators	Sub Indicators	Alternate Options					Total
			5	4	3	2	1	
12	**Unplanned humor**		15	26	20	10	4	75
13			21	35	16	2	1	75
14			22	35	12	6	0	75
15			17	30	19	7	2	75
16			15	37	17	4	2	75
17			15	31	22	6	1	75

18			14	21	23	13	4	75	
19			14	33	20	6	2	75	
20			17	24	20	12	2	75	
21			17	27	20	9	2	75	
22			17	14	17	18	9	75	
Total			184	313	206	93	29	825	4125
			920	1252	618	186	29	3005	72,85%

Number of Items	Indicators	Sub Indicators	Alternate Options					Perception
			5	4	3	2	1	
1	Planned Humor	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%	

Number of Items	Indicators	Sub Indicators	Alternate Options					Perception
			5	4	3	2	1	
5	Planned Humor	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%	

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

Number of Items	Indicators	Sub Indicator	Alternate Options					Perception
			5	4	3	2	1	
12	Unplanned humor		15	26	20	10	4	72,85%
13			21	35	16	2	1	
14			22	35	12	6	0	
15			17	30	19	7	2	
16			15	37	17	4	2	
17			15	31	22	6	1	
18			14	21	23	13	4	
19			14	33	20	6	2	
20			17	24	20	12	2	
21			17	27	20	9	2	
22			17	14	17	18	9	
Percentage			22,30%	37,94%	24,97%	11,27%	3,52%	

APPENDIX 10

PENGOLAHAN DATA GENDER

FEMALE

Number of Items	Alternate Options					Total	
	5	4	3	2	1		
1	19	20	6	1	1	47	
2	12	19	13	2	1	47	
3	19	17	8	2	1	47	
4	12	16	12	5	2	47	
5	18	21	6	1	1	47	
6	13	22	8	2	2	47	
7	24	17	4	1	1	47	
8	12	14	6	9	6	47	
9	11	14	16	4	2	47	
10	9	14	14	7	3	47	
11	19	18	5	4	1	47	
12	12	19	7	7	2	47	
13	17	19	8	2	1	47	
14	17	20	7	3	0	47	
15	13	16	12	5	1	47	
16	11	24	8	2	2	47	
17	11	15	16	4	1	47	
18	10	15	14	6	2	47	
19	11	18	14	2	2	47	
20	13	13	12	8	1	47	
21	11	19	13	3	1	47	
22	13	6	10	11	7	47	
	307	376	219	91	41	1034	5170
	1535	1504	657	182	41	3919	75,80%
	29,69%	36,36%	21,18%	8,80%	3,97%		

MALE

Number of Items	Alternate Options					Total	
	5	4	3	2	1		
1	10	15	3	0	0	28	
2	6	13	5	3	1	28	
3	7	16	4	1	0	28	
4	3	13	5	6	1	28	
5	11	16	0	1	0	28	
6	4	15	5	3	1	28	
7	13	13	2	0	0	28	
8	3	10	9	5	1	28	
9	6	14	5	3	0	28	
10	4	10	9	4	1	28	
11	8	12	7	1	0	28	
12	3	7	13	3	2	28	
13	4	16	8	0	0	28	
14	5	15	5	3	0	28	
15	4	14	7	2	1	28	
16	4	13	9	2	0	28	
17	4	16	6	2	0	28	
18	4	6	9	7	2	28	
19	3	15	6	4	0	28	
20	4	11	8	4	1	28	
21	6	8	7	6	1	28	
22	4	8	7	7	2	28	
	120	276	139	67	14	616	3080
	600	1104	417	134	14	2269	73,67%
	19,48%	44,81%	22,56%	10,88%	2,27%		