

CAKRAWALA PENDIDIKAN

**FORUM KOMUNIKASI ILMIAH
DAN EKSPRESI KREATIF
ILMU PENDIDIKAN**

**Peningkatan Hasil Belajar Mahasiswa STKIP PGRI Blitar
Dalam Belajar Perkembangan Peserta Didik Melalui Metode
*Economical Blended Learning***

**Peran Pendidikan Politik Dalam Membentuk Perilaku Politik
Yang Beretika**

**Teaching Reading Descriptive Text Through CORI
(Concept Oriented Reading Instruction)
At University Students**

**Pengaruh Kinerja Customer Service Terhadap Kepuasan Pelanggan
PT. Asuransi Jiwasraya Di Madiun**

**Upaya Meningkatkan Kemampuan Menindaklanjuti Permintaan Lain Dari
Pelanggan Melalui Metode Pembelajaran Bermain Peran Pada Siswa Kelas
XII Pemasaran SMK**

**Makna Simbolik Tujuh Gending Pusaka Dalam Tradisi Selamatan Nyadran
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ISSN 1410-9883

CAKRAWALA PENDIDIKAN
Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

Terbit dua kali setahun pada bulan April dan Oktober
terbit pertama kali April 1999

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CAKRAWALA PENDIDIKAN
Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan
 Volume 20, Nomor 2, Oktober 2017

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EXPLORING SPEAKING CLASS USING HUMOUR INTERACTION

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Abstrak : Humor adalah sesuatu yang membuat seseorang tertawa atau tersenyum. Humor dapat menghilangkan stres, membuat seseorang menjadi santai, dan membantu dalam proses masa penyembuhan. Tujuan penelitian ini adalah membuat santai siswa, menciptakan kelas yang menyenangkan, menciptakan ikatan antara teman kelas, meningkatkan ketertarikan siswa, dan membuat pembelajaran yang menyenangkan di dalam kelas *speaking*. Penelitian ini mengulas tentang proses interaksi siswa dan interaksi guru melalui humor. Hasil dari penelitian ini membantu menciptakan kelas *speaking* yang menyenangkan, nyaman, menarik dan interaksi yang baik.

Kata Kunci : *Humor, Kelas Speaking, Interaksi*

Abstract : Humour is something that makes a person laugh or smile. Humor can release the stress, make someone relax, and help in healing of illness. The study purposes to make students relax, to create a comfortable classroom atmosphere, to create bonds among classmates, to raise student interest, and simply to make learning more enjoyable in speaking class. This study discusses about the process of students interaction, and teacher interaction through the humour. The result of humor interaction processes help to create enjoyable, comfortable, interesting, and great interaction in speaking class.

Key Words : *Humour, Speaking Class, Interaction*

INTRODUCTION

Humour is the way to make someone laugh or smile which it makes our journey of life more enjoyable and beautiful, gives the deepest impression and meaningful moment. In teaching learning activity humour has beneficial to learners, helping to relax them, to create a comfortable classroom atmosphere, to create bonds among classmates, to raise student interest, and simply to make learning more enjoyable. Besides, humour has been adored as an excellent way for students to learn the vocabulary, syntax, semantics, and discourse conventions of the target language, as well as to gain insight into the culture of those who speak that language (Bell:2009).

However, (Hu: 2012) humor is

mankind's greatest blessing. It can add interesting elements to the topic of communication, bring happiness and pleasant feeling to people, change a person's mood, sooth a sad heart and even construct a way to a happy life. In addition, humour is universal – it can be found in every society. Yet it is also highly particular, for there is nothing that is universally funny. Not only are there cultural and individual differences in humour, but these differences are frequently invested with moral meaning. We laugh at particular things and we disapprove of laughter at other things. Humour can be a matter of contention: there is a politics, it is also reasonable to say that humour is social. We laugh with others, and laughter can help strengthen social bonds

morality and aesthetics of humour. (Hu:2012) humor is specifically divided into visual humor and verbal humor, represented by pictures and actions, funny utterances respectively. There are three humour theories, incongruity theories, hostility theories, and release theories. All of theories have differences explanation and characteristics.

HUMOUR THEORIES

Incongruity Theories

Wilson (1979:9) explains the term incongruity thus: "the general proposition is that the components of a joke, or humourous incident, are in mutual clash, conflict or contradiction". Humor results in this case from the fact that there is a difference between what the recipient of the joke expects to happen and what actually happens. This means that humor is created by incongruity evoked by two conflicting meanings. The introduction and the main part of the joke might evoke a certain expectation as to how it will turn out. But the revelation of the punch line makes our expectation vanish and provokes therefore a sort of discrepancy which elicits laughter. Consequently, incongruity involves a moment of surprise that results from the clash of two contrastive meanings. This brings forward one of the most important humorous features, which is ambiguity. Nerhardt (1977: 47) considers humor to be the "consequence of the discrepancy between two mental representations, one of which is an expectation and the other is some other idea or a percept". Freud (1905/1960) emphasizes in his work that the joke recipients first have to recognize incongruity before they are able to react to it with laughter. Kant states that everything intended to cause laughter must be something absurd and he defines laughter as "an affection arising from the sudden transformation

of a strained expectation into nothing". This definition shows the two main characteristics of the incongruity theory by expressing that Kant analyzed the ridiculous object in terms of incongruity which emerges from the disappointment of a strained expectation.

Raskin (1985) takes up the disappointment theory and describes it as an incongruity-related theory in which two incompatible meanings have to be confronted. According to Attardo (2001), incongruity refers to the cognitive consequences of humor and the emphasis is focused on the contrastive or distinct meanings of the joke. But Attardo and Chabanne (1992:169) stress that an object is never incongruous "per se", but must occur in a situation which renders it unsuitable or contrastive to another object. They see the main function of the joke introduction and its main part in "setting the background against which and in reason of which the punch line appears incongruous" and is therefore impossible to predict.

Morreall (1987:52) also cites Schopenhauer, who gives a more detailed definition in which he explicitly mentions "incongruity". He says that "the cause of laughter in every case is simply the sudden perception of the incongruity between a concept and the real objects which have been thought through it in some relation, and laughter itself is just the expression of this incongruity." In contrast to Kant, who considers humor to result from an unfulfilled expectation, Schopenhauer emphasizes the discord between people's sensory knowledge and their abstract knowledge of the same objects. He stresses that the greater the incongruity is, the greater the "ludicrous effect which is produced by this contrast" so that "all laughter then is occasioned by a paradox, and therefore by unexpected subsumption.

Willmann (1940:72) also mentions

the term "incongruity" when he states that humor results from "the union of two ideas which involve some sort of contradiction or incongruity". He goes into further detail by distinguishing three different realizations of this "union." Either the two meanings might be united by common elements, or one might function as an inference drawn from the second meaning, or both might occur in objective reality.

The fact that some incongruous elements can fit together so that the recipient can make sense of the punch line with regard to the information given in the joke. In this case, they use the incongruity expressed in the punch line to resolve it and make it congruous. Therefore, incongruity represents only a first stage which must be followed by the resolution of this incongruity in order to elicit humor on the recipients' part. The incongruity-resolution model stresses that the recipient has a certain expectation that is not fulfilled by the following punch line. It is obvious that a good joke tries to put the recipients on the wrong track in order to surprise them through the revelation of the punch line. After having realized this incongruity, the recipient tries to resolve it in order to be able to make sense of the punch line with help of the information it contained. Shultz (in Chapman and Foot 1976:13) emphasizes that the "mechanism of resolution is apparently necessary to distinguish humor from nonsense." Whereas incongruity in nonsense cannot be resolved, humor can be characterized as resolvable incongruity. Pepicello (1983:73) states that the resolution "is assumed to reduce the arousal produced by the initial perception of incongruity, and such decreases in arousal are seen as pleasurable". When the recipients are unable to resolve the incongruity, we can state that they do not understand the joke.

Hostility Theories

Hostility theories, also known as disparagement theories (Suls 1977), derision theories (MacHovec 1988), superiority theories (Morreall 1987), or disappointment theories and the theories of frustrated expectation (Allen 1998:10). Plato's and Aristotle's early work and refer to the negative and the aggressive side of humor, which is mainly used to disparage and humiliate specific opponents. Both philosophers emphasized in their work that laughter is a means of power and superiority when it is directed against the faults of other people and it thus expresses their inferiority. Plato considered amusement to be "a kind of malice toward powerless people" (in Morreall 1987:10), and Morreall (1987:3) emphasizes that "laughter is always directed at someone as a kind of scorn." In Allen (1987: 10), we can find Aristotle's attitude to the source of humor when he defines it as "enjoyment of the misfortune of others due to a momentary feeling of superiority or gratified vanity that we ourselves are not in the predicament observed."

Hobbes shares that conviction and asserts that "the passion of laughter is nothing else but sudden glory arising from some sudden conception of some eminency in ourselves, by comparison with the infirmity of others, or with our own formerly: for men laugh at the follies of themselves past, when they come suddenly to remembrance". In his work *Human Nature*, Hobbes (1650/1999:54) also stresses the fact that laughter stems from the feeling of superiority of the person who is laughing at some objects. Bergson (1911/1956) can be considered one of the most influential proponents of the hostility theory. For Bergson, the ridiculous is "something mechanical encrusted on the living" (in Morreall 1987:117). According to him, "the purpose of laughter is to remove that encrustation through humiliation, and thus

promote free, well-adapted behavior" (in Morreall 1987:117). He defines laughter as a social corrective and points out that it is people's mechanical behavior that we laugh at rather than at the individuals themselves when he states that we laugh at their "mechanical inelasticity" (Morreall 1987: 117, 121, 125, Bergson 1911:5,9). This means that when someone automatically or mechanically behaves in a manner that is incongruous with a social norm, they become the target of the joke and elicit laughter among the others. This laughter results from the feeling of superiority felt by the recipients.

Suls (1977:41) clarifies in his work that disparagement theories "mean those theories of humour based on the observation that we laugh at other people's infirmities, particularly those of our enemies." He further states that the incongruity-resolution model, mentioned in the section above, can account for disparagement humor in those cases where the incongruous punch line involves a surprising misfortune. It is of interest to note that a major finding of his research was that the recipients who are part of the disparaged group will be less likely to resolve the punch line and make sense of it, whereas those who feel hostile and superior to the disparaged group will be able to make sense of the surprising punch line.

Gruner (1978), who also stressed that laughter, serves as a means of expressing superiority over the inferior persons and therefore "substitutes a verbal attack for physical violence" (MacHovec 1988:31). In general, we can state that humor increases when the butt of the joke is someone or a group of persons we do not like or towards whom we even feel hatred.

Release Theories

Release theories posit that humor is used to release tensions or to make one feel

liberated when talking about taboo topics such as sex. The most influential proponent of this humor theory is Sigmund Freud. Freud was the first to work on real humorous texts; he started to identify the various joke techniques in terms of "sounds, syllables, repetition, and variation" (Norrick 2003:1334) and formulated the psychoanalytic theory of humor. Like Spencer, Freud considers laughter to be "an outlet for psychic or nervous energy" (Morreall 1987:111). For him, humor represents a means of defense that enables people to experience pure pleasure. Freud distinguishes three situations in which laughter might be revealed: jokes or wit, the comic situation, and the humorous situation. All three situations contain a build-up of psychic energy which fuels the release of emotion. According to him, "this superfluous energy is what is discharged in the muscular movements of laughter" (Morreall 1987:111). In the comic situation, the amusement arises because of the economy in the expenditure of thought. There is always some disappointment or deceived expectation involved in comic situations. In wit, the pleasure results from economy in the expenditure of inhibition, whereas in humor, it is due to the economy in the expenditure of feeling. Situations which would cause a sort of suffering are given less significance from a humorous standpoint (cf. Keith-Spiegel (1972:12/13, 30). Freud analyzed various jokes with help of reduction mechanisms and came up with twenty different categories, and detailed the humorous techniques they employ. In Freud's view, the main criteria and characteristics of joking include the relation to the content of our thoughts, the characteristic of playful judgment, the coupling of dissimilar things, contrasting ideas, sense in nonsense, the succession of bewilderment and enlightenment, the exposure of what is hidden, and the brevity of wit. As one of the major structural techniques

of jokes, Freud mentions condensation, in which the actual thought is condensed by introducing a composite word which cannot be understood in itself but in the context it occurs. Freud uses the term "technique" to refer to the way the joke is constructed. He even classifies subcategories of condensation, such as the dividing up of words, the multiple use of the same material as a whole, in parts, in a different order, or with slight modification. He cites all these mechanisms as examples of economy. He also mentions displacement, in which "emphasis is displaced from the relevant to the irrelevant" (Wilson 1979:17), which means that emphasis shifts to a completely different meaning of the word. Moreover, he puts forward faulty-reasoning, absurdity, unification, representation by the opposite and the indirect representation or reference to the similar.

Following his discussion of humor techniques, Freud introduces two forms of joking: "innocent" and "tendentious" jokes. Tendentious jokes describe events that would normally leave the audience shocked or terrified. For Freud these jokes have two functions; either they serve to express hostility and aggressiveness or obscenity and exposure. He argues that in a tendentious joke, there is an underlying, unconscious thought which is responsible for the joke's release of repressed feelings. Pleasure results in this case from the hidden aggression and hostility we feel towards certain persons who hold perhaps a more powerful position than we ourselves. Freud defines the tendentious joke as a joke that displaces aggression, and he presents three different categories of tendentious jokes: "exposing or obscene jokes, aggressive (hostile) jokes [and] cynical (critical, blasphemous) jokes" (1905/1960:137). Hostile jokes can be used to attack other people and therefore express aggression, defense and dominance.

Obscene jokes express exposure because they are mainly of a sexual nature. They serve to overcome inhibition and at the same time, to satisfy shameful thoughts or ideas that people normally repress because their content is generally considered unacceptable.

Freud's theory often represents a synthesis of release, hostility, and incongruity theories and can therefore be considered to be more comprehensive than any other models which mainly focus on one of the theories explained.

METHOD

In this study the researcher used qualitative method by using teacher interaction process and student's interaction process through the humour in speaking classroom activity. The process of speaking activity identified the material of humour dialog, humour short story, and humour video. The participants discussed the materials and analyzed the humour of the material. The process of humour interaction used the participants in speaking class. The participants are the first grade numbering 26 participants in speaking class activity.

RESULT

Humour is the way to break bored situation and to make our life more enthusiastic. The participants had done the process of humour interaction using humour dialog, humour short story, and humour video materials. After the participants had done the process and interviewed them about the humor interaction in speaking class activity, the participants felt the humour interaction becoming the solution in speaking class activity which it created enjoyable classroom atmosphere, comfortable condition in the class,

made relax of feeling, added the English culture, vocabulary, and create the situation in classroom more interesting. Besides, the humour interaction process made the participants becoming confident to state or argue in the classroom, and create the bond among the participants.

DISCUSSION

Humour Interaction Process

Humor is one of the most pleasant aspects of the human experience. It entertains, relaxes, and brings joy in our daily life. There are beneficial of humour that can apply in English language or other academic discipline: humor is a valuable tool for establishing a conducive environment in classroom learning. Humor is also useful in facilitating attention, motivation and comprehension in students and has been reported as one of the top five traits of an effective teacher. Humor has been an important factor in facilitating the retention of novel information. Over times and throughout history, humor has been used as a way of entertaining people in most academic disciplines.

Humour interaction process divided into two part of process. The first process is teacher process interaction and the second process is student process interaction. This process discusses the material of humour dialog, short story humour, and humour video. This process explores the interaction of student in speaking class, the confident of student to argue the humour, and the atmosphere of classroom through the humour.

Teacher Interaction Process

Humour is one instructional tool that teachers can use in the classroom to increase their effectiveness. Humour uses in the classroom effectively it can result in a number of benefits for teachers and students.

When teacher uses humour they may receive more positive student evaluation and find that students are more willing to participate in classroom. Besides, when students take courses from teacher who use humour they may become more motivated to do well in the class. While teacher uses humour in the class that make a positive relationship between teacher and student. In this process there are some steps that used by teacher in the class.

The first is homour short story step. Teacher tells about humour short story to the students and observes the reaction of students after teacher told the story. Teacher asks the students to find the humour words or phrases and compares the words or phrases in their native culture. Teacher gives some questions concerning humour short story to trigger students giving opinion actively. Example of humour short story :

“Hospital regulations require a wheel chair for patients being discharged. However, while working as a student nurse, I found one elderly gentleman already dressed and sitting on the bed with a suitcase at his feet, who insisted he didn't need my help to leave the hospital. After a chat about rules being rules, he reluctantly let me wheel him to the elevator. On the way down I asked him if his wife was meeting him. 'I don't know,' he said. 'She's still upstairs in the bathroom changing out of her hospital gown.’”

The students find the words or phrases that indicate of humour words or phrases. They compare the story with their native culture which the story finds in their daily life and interprets the story using their native language. They answer the questions teacher and Endeavour to make some opinion concerning the humour story. They tell to the

teacher about their feeling after they read the humor story.

The second is humour video step. Here, teacher plays humour videos. Teacher gives instruction to the student to analyze the humour videos and asks the students finding the point of humour in the videos. Teacher gives some questions to the students to make opinion about the videos and discusses it with their friends concerning vocabulary, culture, new words or phrases, the message of videos, the advantages of watching humour videos, and cooperation among the students.

Students Interaction Process

The process purposes to know the interaction of students through the humour in the speaking class. Besides, the process creates the atmosphere of class more enjoyable, interesting conversation, confident to tell their opinion or statement, and bond interaction among the students. There are some steps in this process.

The first process is humour dialog. The students accept the humour dialog from their teacher to discuss with their friends which they find the point of humour in the dialog. They discuss the vocabulary, the main humour in the dialog, the idiom in the dialog, expression words or phrases, and the message of the dialog. After they are finding all of the discussion categories, they change the partner to have new humour dialog and new information.

Dad to son : when I beat you how do you control your anger ?

Son : I start cleaning toilet

Dad : How does that satisfy you ?

Son : I clean it with your toothbrush.

The second process is new humour presentation. This process, the students suggested by teacher to create new humour presentation through their life experience. They present their life humour experience in

front of class while their friends have presentation other students provides the opinion and comment about the humour presentation. The other students can ask the question about the content of humour presentation and they can analyze the discussion categories.

CONCLUSIONS

Humour gives different experience in teaching learning activity particularly in speaking class. It makes students enthusiastic in learning subject and provides new experiences through humour interaction process. Besides, learning using humour interaction has strongly impact to the students. It is an effective classroom management tool with the power to establish or dissolve boundaries of a group, encourage creativity, motivate individuals, control conflict, and relieve stress. However, teaching learning using humour interaction requires strongly talent and ability to make a humour which gives interesting and relaxing effect for student in the classroom. It requires time, experience, and training to make laugh and smile the students with spontaneous humour through words, movement, story, and attitude. Although, it needs the process to sharpen our ability in humour delivering to the students. Today, humour story, joke and humour dialog can find in some references and can be learned and practiced in classroom, society, community, and other environment. It creates the experience of elegant humour ability in delivering humour that is really pertinent.

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