

CHAPTER 4

DATA ANALYSIS

In this chapter, the researcher discussed the result of the study. It is the analysis of the attitudes of the students of English Department of Faculty of Language and Arts Soegijapranata Catholic University towards the use of English jokes in lectures. This research focuses on the attitudes of 2017 & 2018 students of Faculty of Language and Arts towards the use of English Humor in lectures. The data is taken from the questionnaires filled out by 50 participants and the interview done by 5 out of 50 participants randomly chosen by the researcher.

The researcher distributes the questionnaire which consists of 16 closed-ended questions providing 4 answers that can be chosen by the participants: Strongly Agree, Agree, Disagree, and Strongly Disagree, and 10 open-ended questions that can be answered freely. The data is inputted and afterward, it is processed by using SPSS20. The result of the analysis is interpreted by using Descriptive Statistics.

Furthermore, the interview is administered after the participants have completed the questionnaires. It consists of 5 questions related to the students' opinion on the effects of jokes on lectures. After that, the researcher interprets the result of the interview.

However, to know the validity of the questionnaire, a pilot study has been conducted. The instruments used in this research is tried out to make sure that it is valid. The writer tested the validity of each statement based on the results of the respondents' answers. For this research, the writer did a pilot study to make sure that the question items are understandable. The pilot study was done by 10 participants, and it can be concluded that all the statements are valid.

In this chapter, the writer divides the result into two parts; the first one is about the students' attitudes towards the use of English jokes in lectures and the second one is about the students' opinions on the effects of jokes on lectures. They are as the following statements:

4.1 The Students' Attitudes towards the Use of English Jokes in Lectures

The following table described the results of the closed-ended statement items in the questionnaires which were related to the students' attitudes towards the use of English jokes in lectures.

Table 4.1. The result of closed-ended questionnaires of students' attitude towards English jokes in lectures

Number	Statement	N	Min	Max	Mean	Std. Deviation
1	English Jokes are important in lectures.	50	2	4	3.24	.48
2	I have more interest in the lesson if jokes are used in it.	50	2	4	3.26	.53
3	I can learn better when lecturers use English jokes.	50	1	4	2.98	.65
4	Being funny is an important characteristic of a lecturer.	50	2	4	3.14	.70
5	English Jokes make me feel more relaxed (i.e. less anxious) in my lectures.	50	2	4	3.34	.59
6	English Jokes in lectures help me to concentrate better on the lesson.	50	1	4	2.78	.76
7	Using a Joke is a waste of precious learning time in a lecture.	50	2	4	3.04	.53
8	If a lecturer uses Jokes a lot, I will assume that they are not professional.	50	2	4	2.94	.71
9	The use of English Jokes during lessons is distracting.	50	2	4	3.08	.44
10	English jokes have a questionable role in language learning.	50	2	4	2.60	.53
11	I find it difficult to understand English jokes in lectures.	50	2	4	3.00	.57
12	I would prefer my lecturer to use English joke in his/ her lectures.	50	2	4	3.02	.51
13	I feel emotionally closer to my lecturers if they use English jokes in their lectures.	50	2	4	2.82	.60
14	I learn foreign culture more effectively by being exposed to native jokes of the foreign language.	50	2	4	3.04	.60

15	English jokes improve my ability to learn a foreign language by creating a more comfortable and enjoyable learning environment.	50	2	4	3.12	.44
16	I have more interest in the lesson if jokes are used in the lecture.	50	2	4	3.06	.55
Overall					3.03	

The researcher defines the interpretation of each statement as follows:

Statement 1 (*English Jokes are important in lectures*) obtains 3.24 on average. 13 participants are answering Strongly Agree, 36 participants answering Agree, and 1 participant answering Disagree. These scores mean almost all of the students believe that the use of English jokes during the lecture is important. However, there is only one student who believes that joke is not important in lectures.

Statement 2 (*I have more interest in the lesson if jokes are used in it*) obtains 3.26 on average. 15 participants answered Strongly Agree, 33 participants answered Agree, and only 2 participants answered Disagree. These scores mean if the jokes are used in the lecture, they become more interested in it. The two who answered Disagree may not think that it is always jokes that make the lecture more interesting.

Statement 3 (*I can learn better when lecturers use English jokes*) obtains 2.98 on average. 9 participants said Strongly Agree, 32 participants said Agree, 8 participants said Disagree and 1 participant said Strongly Disagree. 80% of the participants consider that jokes help them to study better than serious class conditions. One out of 50 participants totally cannot learn better when jokes are used in class.

Statement 4 (*Being funny is an important characteristic of a lecturer*) has a mean score of 3.14. 16 participants are saying Strongly Agree, 25 participants saying Agree, 9 participants saying Disagree and none of the participants saying Strongly Disagree. More than 80% of the

participants say that being funny is an important character that lecturers should have when they are conducting a lecture.

Statement 5 (*English Jokes make me feel more relaxed (i.e. less anxious) in my lectures*) gets a high mean score of 3.34. That the participants feel more relaxed in the lecture where English jokes are used in it is proven by 20 Strongly Agree answers and 27 Agree answers. The rests are only three participants saying Disagree.

Statement 6 (*English Jokes in lectures help me to concentrate better on the lesson*) only reaches 2.78 on average. 7 participants strongly agreed with the statement, 28 participants agreed, 12 participants disagreed and 3 participants strongly disagreed. These numbers mean the link between English jokes in lectures and the level of students' concentration is rather debatable. 70% of participants can concentrate better on the lecture with English jokes and 30% of them do the reverse.

Statement 7 (*Using a Joke is a waste of precious learning time in a lecture*) gets 3.04 on average. It is interesting to note that none of the participants said Strongly Agree, 6 participants said Agree, 36 participants said Disagree and 8 participants said Strongly Disagree. It is relevant that since most of the participants enjoy English jokes during the lecture, they do not consider jokes to waste their precious learning time in a lecture.

Statement 8 (*If a lecturer uses Jokes a lot, I will assume that they are not professional*) obtains 2.94 in average score. No one said Strongly Agree, 14 said Agree, 25 said Disagree, and 11 said Strongly Disagree. The average tends to the assumption that using jokes a lot does not mean that the lectures are not professional in teaching.

Statement 9 (*The use of English Jokes during lessons is distracting*) has 3.08 of the mean score. No one stated Strongly Agree, 3 stated Agree, 40 stated Disagree, and 7 stated Strongly

Disagree. The response toward statement 9 has relevance with statement 3 (*I can learn better when lecturers use English jokes*). The participants assume that the time when lecturers use English jokes is not a lesson distraction yet it helps them learn better during the lecture.

Statement 10 (*English jokes have a questionable role in language learning*) has 2.60 in the mean score. No participant is answering Strongly Agree, 21 participants answering Agree, 28 participants answering Disagree and 1 participant answering Strongly Disagree. In this statement, the participants are questioned about the role of English jokes in language learning is questionable, and more than a half of them disagree with it.

Statement 11 (*I find it difficult to understand English jokes in lectures*) obtains 3.00 on average. It is found out that no one said Strongly Agree, 8 said Agree, 35 said Disagree, and 7 said Strongly Disagree. These scores mean that the participants are easy to understand English jokes used by the lecturers in class.

Statement 12 (*I would prefer my lecturer to use English jokes in his/ her lectures*) obtains 3.02 on average. 7 participants are responding Strongly Agree, 37 participants responding Agree, 6 participants responding Disagree and none of the participants responding Strongly Disagree. This statement is connected to statement 2 (*I have more interest in the lesson if jokes are used in it*). In this case, the participants not only have an interest in lectures with English jokes but also suggest the lecturers use it in the lectures.

Statement 13 (*I feel emotionally closer to my lecturers if they use English jokes in their lectures*) has 2.82 in a mean score. 5 participants said Strongly Agree, 31 participants said Agree, 14 participants said Disagree and no one said Strongly Disagree. These scores mean English jokes help to build emotional closeness between students and lecturers.

Statement 14 (*I learn foreign culture more effectively by being exposed to native jokes of the foreign language*) gets 3.04 on average. 10 participants answered Strongly Agree, 33 participants answered Agree, 8 participants answered Disagree and no one answered Strongly Disagree. As it is necessary to learn a foreign language together with its culture, the exposure of English jokes in lectures helps the participants to acquire the language more.

Statement 15 (*English jokes improve my ability to learn a foreign language by creating a more comfortable and enjoyable learning environment*) gets 3.12 on average. It presents an obvious positive respond by 8 Strongly Agree, 40 Agree, 2 Disagree, and 0 Strongly Disagree. Linked to statement 3 (*I can learn better when lecturers use English jokes*) and statement 5 (*English Jokes make me feel more relaxed (i.e. less anxious) in my lectures*), students' language ability is increasing as they can learn better due to comfortable and enjoyable learning environment.

Statement 16 (*I have more interest in the lesson if jokes are used in the lecture*) has a 3.06 in the mean score. 9 participants are responding Strongly Agree, 35 participants responding Agree, 6 participants responding Disagree and 0 participants responding Strongly Disagree. After all, by helping students in learning language and making them more relaxed during the lectures, English jokes strongly attract their interest.

By those each point interpretations, the researcher can resume the following statements. The score ranges from 1 to 4 in which 1 means strongly disagree, 2 means disagree, 3 means agree, and 4 means strongly agree. From Table 4.1. we can see that the participants of this study has a moderately positive attitude towards the use of English jokes in lectures. There are 50 participants involved and the overall mean score is 3.03.

All of the 16 statements have a score of 4 (strongly agree) shows that the participants have a strong belief about the influence of the use of English jokes in their lectures. The highest mean score is 3.34 obtained by statement 5 (*English Jokes make me feel more relaxed (i.e. less anxious) in my lectures*). It shows that students agree that the use of English jokes helps them to be less anxious and more relaxed during the lecture. This highest score is followed by the score of statement 2 (*I have more interest in the lesson if jokes are used in it*) 3.26 and statement 1 (*English Jokes are important in lectures*) 3.24. These two results suggest that jokes play an important role in making students more interested in the lectures.

However, two statements are having a score of 1 in each; statement 3 (*I can learn better when lecturers use English jokes*) and statement 6 (*English Jokes in lectures help me to concentrate better on the lesson*). A few students cannot learn better with a joke in their lecture as they cannot be better at concentrating. Even though these two statements have the lowest score, the mean score still shows a moderately positive attitude; they are 2.98 and 2.78.

The open-ended questionnaire consists of 10 questions (see Appendix 1) which can be freely answered by the participants. It gives additional detailed inquiries to find out the students' attitude towards English jokes in the lecture. Question 17 (*Do all of your lecturers use jokes in their lectures?*), question 18 (*What lecture has the most jokes?*), question 19 (*How many English jokes (on average) do your lecturers use on a single lecture?*), question 20 (*How many English jokes do you understand from your lecturer's jokes?*), question 21 (*How many jokes used by your lecturer is related or relevant to the lesson's topic?*), and question 22 (*Do you find all jokes that your lecturer said funny? Why? Or why not? Give your reason.*) ask the existence of English joke, the frequency of the usage, students' understanding, and the funny level of the jokes.

Question 23 (*Do you think a lecturer must use jokes in his/ her lessons? Why? Or why not? Give your reason*), question 24 (*Do jokes from your lecturers help you understand the lesson? Why? Or why not? Give your reason*), question 25 (*Would you prefer a serious class or a class filled with jokes? Why?*) and question 26 (*What is your general opinion about jokes in lectures?*) inquire the students' attitude towards English joke in the lecture including the necessity of the jokes, joke's influence, students' preference, and general opinion. Some answers of the open-ended questionnaires are taken randomly 4 out of 50 participants (see Apendix 2).

We can conclude from the answers to questions 17 to 22, that not all of the lecturers use English joke in their lecture. Among those lecturers who use the joke in their lessons, the participants have different favorite. They chose their favorite by observing how relevant to the lesson topic even though it is not frequent. They also prefer the lecturers who can give jokes that they can relate and understand, because from all the jokes used, some students can get the point and some others cannot. If they do not understand, they tend to not pay much attention to it. Those who understand the joke find it funny and helping them to set the mood and increase their understanding but those who do not get the meaning experienced the reverse.

From the answers to questions 23 to 26, we can infer students' attitude toward the use of English jokes in lecture is also positive. From the answers of statement 23, students suggest that joke is necessary during the lecture to give relaxing and lively atmosphere in class although it is not more important than anything else. The answers of statement 24 explain that joke actually does not directly help students in understanding the lesson, but it helps students to be relaxed so they can absorb the lesson better. Based on those answers, students prefer a class with jokes as is mentioned in the answers of statement 25. Last, three out of four participants suggest having jokes during the lecture because it implicitly gives a positive influence on their lecture.

Based on the interpretation of closed-ended and open-ended questionnaires, we can conclude that the students' attitude towards the use of English jokes in lectures is positive.

4.2 The Students' Opinions on the Effects of Jokes in Lectures

Five participants were interviewed after completing the questionnaires. They were questioned their general opinion about the use of jokes in lectures. The results are as follows:

Participant 1 : Jokes can be added into the lessons if it's related, but we have to understand the situation in the class when it's on the jokes side or serious side. If the jokes are related to the lessons, it's a yes. Sometimes we need enlightening method not only from the books but also through jokes which can help us understand the lessons.

Participant 2 : Good, because it provides a new atmosphere in the learning method. Sometimes the joke used is related to the material given by the lecturer.

Participant 3 : It's good because it will help a lot when it's related to the topic.

Participant 4 : It is necessary in order to kill the boredom during the lecture. We need an unstrict method.

Participant 5 : Good, keep using it. It helps because by using jokes I can understand what he or she says. Sometimes, I find that lecturer who uses high and technical terms and language makes me confuse.

Based on the interview result, the students agree to have jokes in lectures as long as the jokes are related to the lesson materials. They find the use of jokes can provide new atmosphere in the learning, kill the boredom and most importantly related to the material. It makes them easier to understand the material because sometimes serious high technical terms and language makes them confused and hard to acquire the lesson. Furthermore, jokes related to the materials

can be an alternative method in lecturing that creates an enjoyable atmosphere so that students understand the lesson.

Another supporting theory is from Chabeli (2008) who researched the perceptions of nurse teacher-learners regarding the use of humor as a pedagogical tool to promote learning. The result shows that positively using jokes as a tool can assist nurse educators to create a positive, effective, psychological, and social learning environment. Nurse educators will appreciate the fact that the integration of humor into the learning content will promote the learners' critical thinking and emotional intelligence. Negative humor has a negative impact on learning. Learner nurses who become critical thinkers will be able to be analytical and solve problems amicably in practice.

Based on the interpretation of closed-ended and open-ended questionnaires supported by some previous research, we can conclude that the students' attitude towards the use of English jokes in lectures is positive. The students also gave positive feedback from the interview. They agreed that having jokes in lectures, as long as the jokes are relevant to the lesson materials will be beneficial. At last, jokes related to the materials can be an alternative method in lecturing which creates an enjoyable atmosphere so that students can learn better.