

A PRAGMATIC ANALYSIS OF HUMOR USED IN ENGLISH MEETING CLUB

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Abstract

Humor is kind of learning tactics which become someone's style in doing certain methods or learning technique individually. The aim of this research is to found the types and the effects of humor in meeting club. The samples were the learners of Meeting club. The instrument of this research is Audio recording. Based on the result of this research, there are three types of humor appear in meeting club, likes Teasing, Banter and Joking and they are to create communicative teaching and learning, to activate learner in teaching and learning, to increase of the student's English ability especially speaking skill. Finally, it was strongly recommended and effectiveness for humor as an aid to learning and instruction, and trying to eliminate problem in learning English by considering the effects of using humor in Meeting club.

Keywords: *analysis, humor, Meeting Club.*

INTRODUCTION

Many students in Junior high school frequently enter language classrooms lacking motivation and feeling stressed. Emotions such as worry, nervousness, and feeling ennuui in a language learning setting often affect motivation, and success thereafter (Gardner & Lambert, 1972). Indeed, most, if not all Emirati students are too nervous or even afraid to attempt their expressing in a foreign language.

Simultaneously, that students also recognizes more willing to participate in and take very supportive. Likes with all learning, learning a foreign language requires a certain “positive” atmosphere in the classroom. (Kristmanson, 2000) accentuates the need to make a “welcoming” classroom for language learning, so that the learning environment does not feel intimidating.

Humor is a biological attribute all humans possess (Polimeni and Reiss 2006:347) and thus, there are many theories trying to explain humor and the functions, including philosophical, psychological, sociological, anthropological and linguistic perspectives (Dynel 2009: 1284). An explanation for sharing disciplines that study area may be found in Nahemov’s (1986:4) perception of different qualities concerning humor: Our sense of humor, aging, individuality, time, social situation and emotions all have an effect on what we catch funny or humoristic. Because all the quality will change over time.

Humor has also been connected to positive class controlling. Walter (1990) reported that students who laugh have less troubling noise in classroom. Powell (1985) and Proctor (1994) reported that humor communicates issues connected to classroom controlling without either decrease teacher’s authority or embarrassing the classroom.

English club program is a language-learning program that is to improve the students’ English achievement, especially in mastering their speaking skill. Enriching student language program is needed to enhance students’ language proficiency in school. Another aim of language learning program is to support the students’ academic achievement.

Speaking is a process for building and sharing of meaning through the use of verbal and non-verbal symbols, in a variety context (Chaney and Burk,1998;13). Speaking is a crucial part of foreign language teaching and learning. Therefore, today’s world requires that the goal of teaching speaking should be increase the students' ability in communication skills, because only in that way students can express themselves and how to learn to follow the social and cultural rules suitable in each communicative circumstance.

The purpose of the study is to describe how An Analysis of humor in Meeting Club is conducted. The researcher studies the teaching techniques, tools and media used by the Teacher, the facilities provided for the Meeting Club, and the activities held in the Meeting Club. This study is also intended to describe the students’ perception toward the club.

Based on my observation and interview with some students, they said that, their English teachers are too serious and make them get bored and sleepy in the meeting and few of them said that their teachers are fierce. So, there is a fear in themselves to make them feel less confidence in expressing their thought and feel afraid if they make mistake in answering teacher's questions.

Therefore, the purpose of this research is to explore the An analysis of humor in Meeting club to improve speaking skill. Two studies were conducted, each of which addressed one or more of the following research questions what types of humor in meeting club? And how effective do teachers find their use of humor in class??

The Problem statement above, the researcher would like to analyze teacher's humor deal with the student's feeling while the teaching learning process. So, the scope of the problem will be focused on" An Analysis of Humor in Meeting Club".

A. Humor Theory

There are many factors that affected on the motivation of students. The level of difficulty of material presented, types of activities used, the support from classmates, and encouragement of the teacher are only some of the factors often mentioned as having an effect on the experience of learning a language. Even more importantly, the mood of the classroom can give a good deal to the learning process in the second language classroom. Previous research found that humor is very helpful in the learning process (Cornett, 1986; Fisher, 1997). Humor can promote understanding, and the students feel interesting to learning

In the other side, too much humor is inappropriate (Downs, Javidi, and Nussbaum, 1988). Bryant and Zillmann (1988) reported that teaching humor can only be found if there is a use of the right type and amount of humor. Likewise, Kher, Molstad, and Donahue (1999) stated that suitable and well-timed in the college classroom can bring up openness and respect each other, and contribute to overall teaching effectiveness.

The choice of a topic of research is not ever done in a vacuum. The selection topic of researches is often determined of personal value. The personal interest ensures that the researcher will have commitments and motivation to complete the project (Collins, 2000:20). From private benefit interest, a problem needs to evolve. The author further states that the formulation of the problem engages the reader in the specific focus of the study and views it as the point of departure from which clarity about the issue is sought.

According to Streaan (1994:xi), although laughing and crying are two basic inborn emotional relations, psychoanalysts and psychotherapists have been much more interested in the phenomenon of crying than laughing. In contrast to the many clinical papers in the

professional literature that deal with the patient's inability to cry and mourn, there are very few that discuss the dynamics of the patient's inability to laugh, a patient's use of wit, humor and laughter. Most professional commentators on the subject point to this behavior as a means of acting out, a way of resisting, a sign of a regressive transference, a maladaptive response, and frequently a disguised way of expressing hostility.

Research suggests that general comprehension and retention of classroom messages were significantly improved by the use of humor. Casper (1999) stated that learning induced by humor strengthens the learning memory. Ziv (1988) investigated the effects on student learning of teaching with humor and reported that students appreciate and enjoy learning with a teacher who uses humor. Similarly, Kaplan and Pascoe (1977) reported that lectures with more concept-related humor helped students do significantly better on recalling tests of learnt concepts. It is clear that in order to motivate and have more receptive students, humor is essential to teaching and learning.

Humor is also positively tied to a number of classroom issues. It is proposed to be a successful teaching tool when the topic of the class is of a sensitive nature (Johnson, 1990). Bryant, Comisky, and Zillman (1979) further purport that humor makes taboo subjects more acceptable

Ackerman and Dummer (1982) advocate that humor is one of several preventative techniques to counteract undesirable behavior primarily because of its ability to reduce tension. One tedious required task in the classroom is familiarizing students with rules and expectations. Students are less reluctant to accept and adhere to rules if delivered in a non-threatening, non-confrontational style. One particular professor of communication studies devised a listing of classroom rules and entitled it "Rules With A Grin". In this listing, Proctor's (1994) delivery of rules was facilitated by the humorous handout and willingly accepted and adhered to. When students enjoy being in a particular setting, behavior problems logically reduce, allowing for greater listening and retention of material (Sullivan, 1992). Goor (1989) views humor as an alternative to authoritarian discipline. He observes a principal and two teachers in a school and discovers that humor is likely to result from one or several of the teacher behaviors: (1) connecting personally with students; (2) enlivening the learning experience; (3) using alternatives to authoritarian discipline; and (4) encouraging risk-taking and higher level thinking. It serves a dual purpose of maintaining order as well as a pleasant learning atmosphere.

Humor is shown to develop higher-order thinking skills and create modes of thinking that are investigative, seeking, grasping, and filled with trial and error (Nilsen, 1987). Humor, while breaking down stress, acts as an elixir which soothes the mind into thinking more clearly about higher order relationships (Herbert, 1991).

The effect of laughter upon the mind not only brings relaxation with it so far as mental tension is concerned, but makes it also less prone to dreads and less solicitous about the future. This favorable effect on the mind influences various functions of the body and makes them healthier than would otherwise be the case (Moody, 1978).

B. Types Of Humor

I will briefly introduce the different types of humor identified from the data and explain them through examples of data. The different types of humor include irony, teasing, banter, language play and joking, and they will be introduced below in this order.

1. Irony

First of all, no one clear definition of irony exists but some characteristics can be pointed out on the basis of previous research. Different forms of irony refer to the use of ambiguous or implicit utterances which typically involve double meanings (Pirainen-Marsh 2010), since when someone is being ironic they say the opposite of what is meant. In other words, there is a so called metamessage hidden in the speaker's remark (Brackman 1967, as cited by Haiman 1998:18). What makes the phenomenon so puzzling is that it is possible for one to be ironic or sarcastic without giving any signs of insincerity (Haiman 1998:18). Thus, unsuccessful use of irony is quite common and one often needs to point out their use of it afterwards to get their true message understood. Finally, it should be mentioned that the humorous intention of irony or sarcasm works best with a target who shares the same "knowledge of the world" or who is familiar with the "speaker" character and opinions" (Brackman 1967, as cited by Haiman 1998:18). In effect, certain closeness between the one who uses irony in his/her speech and the target(s) is beneficial in terms of understanding that irony is used for humorous effect.

2. Teasing

Teasing is "intentional provocation accompanied by playful off-record markers that together comment on something relevant to the target" (Keltner et al. 2001:229). This definition by Keltner et al. intends to give a neutral view of teasing. Nevertheless, teasing can easily act both as a positive and a negative type of humor. The difference between what is considered to be good natured teasing and when teasing starts to resemble bullying is difficult to differentiate (Keltner et al. 2001:229-248). One reason for this might be that teasing has a clear target (Lilja 2010:236), which means that it is directed at a certain individual and thus, is highly personal. Even when teasing is intended as positive, the recipient can choose to interpret the tease in a negative manner and be offended.

3. Banter

Banter is a term for a more specific type of teasing where the teasing happens back and forth. It might be called “a match of verbal ping-pong played by the two (or more) interlocutors within a jocular mode” (Dynel 2008:243-244). Mostly in teasing the recipient does not “play along” (Drew 1987:219), but in banter the target is expected to participate in the bantering, which usually starts by focusing on some habit or characteristic of the recipient (Plester and Sayers 2007:159). The banter stops when one of the participants “runs out of ideas to outdo the other” (Dynel 2008:244). According to Plester and Sayers (2007:158) “the intention of banter is to create and reinforce relationship through social acceptance-friendship strategies.” However, if the intention of banter fails and the recipient does not respond, then banter can easily have negative effects (Plester and Sayers 2007:159). One might say that when unsuccessful, banter turns into negative teasing.

4. Language play

Language play can be defined in various ways. In linguistic terms it refers to “the conscious repetition or modification of linguistic forms, such as lexemes or syntactic patterns” (Belz 2002:16). However, in relation to interaction, Lilja (2010:236) defines language play as paying particular attention to a certain feature of language and then targeting the feature humorously. In the present data, interaction and humour are key words and thus, the term language play is presented through the latter definition. Also, language play is a particularly interesting area of study in language classrooms, since playing with words and their meanings can be a very typical type of interaction for students in this specific context (Pitkänen-Huhta 2003:245). Language play has a significant role in classrooms and particularly in language learning, since it can increase the awareness and knowledge of different structures of a language (Lilja 2010:265) and as a result, enhance language learning.

5. Joking

Joking is the most abstract of the types of humour presented here. It can be divided in to two categories: conversational jokes and canned jokes. The term conversational joking could be used as an umbrella term for all the different types of humour presented here (irony, teasing, banter, language play), since it includes all different “forms and strategies” that result in laughter from the target(s) (Norrick 1993: 409). By contrast, a canned joke can be defined as “used before the time of the utterance in a form similar to that used by the speaker [...]” (Attardo 1994:295-296). In other words, a canned joke uses a familiar joke frame to create amusement. One clear example of canned joking is a knock-knock joke, where the target knows the

intention of the speaker, since it is produced in a familiar frame. Canned jokes are used less freely than conversational jokes, since they are often considered to be inappropriate in formal contexts (Attardo 1994:297-298).

C. Effects of Humor in meeting club

Most research suggests that using humor in classrooms has a positive influence on the classroom atmosphere. This is not surprising as generally we find humor to be something positive and scientific research has shown humor to relieve stress, reduce negative emotions and even improve one's physical and mental health (McGhee 2010). In the field of studying classrooms, several studies have proven "teachers' use of humor effective as a means of establishing rapport and developing open, supportive communication climates" (Stuart and Rosenfeld 1994:98). In other words, humor is seen positively both in relation to the atmosphere of the classroom and the teacher student relationship. Humor provides teachers with "an opportunity to enhance positive interaction in the pedagogical relationship" between the teacher and the students (Spåre 2008). One might consider humor as a mere tool for creating amusement for a short amount of time, but in classrooms it can serve a greater purpose by creating a positive learning environment and enhancing the social relationships between the teacher and his/her students. When used appropriately, the positive outcomes of humor in classrooms are thus beyond brief amusement.

However, because of the multifaceted nature of humor it can also have negative effect on the classroom climate, as well as the teacher-student relationship. Teachers should possess emotional intelligence and before using humor take into consideration how the class or an individual student will react to different kinds of humor (Spåre 2008). As result of poor consideration, teacher humor might not be understood by the students a funny or amusing, but interpreted as threatening. The study of Anttila (2008) discussed both positive and negative student perceptions of teacher humor and students in her research experienced that negative teacher humor included demeaning, mocking, humiliations and joking or laughing on someone's expense (Anttila 2008:162). As a result of negative humor, students felt irritated, inferior to other students and even depressed (Anttila 2008:196). Anttila's research reveals that when teacher humor is perceived negatively, it can cause serious negative emotions in students. Whether the target of teacher humor is the whole group or an individual student, these emotions are likely to affect negatively on the atmosphere of the classroom and the teacher-student relationships. Furthermore, they might affect the motivation level of students in connection to learning.

In addition to negative teacher humor, negative effects of student humor are also

apparent in classrooms. The use of humor between students might lead to similar negative emotions that were mentioned in Anttila's study. However, when teachers as professionals use humor in classrooms they are unlikely to use humor intentionally in a negative manner, whereas the use of negative humor between students can of course be unintentional, but is often also intentional. The intentional use of negative humor against a student suggests bullying. According to Klein and Kuiper (2006:387) "aggressive humor may often be used against peer victimised children, as one means of maintaining their lowered status within the peer group" and that the "use of aggressive humor could also serve to enhance the bully's morale and entertain the group, thereby maintaining group solidarity." The use of negative or aggressive student humor in classrooms is a serious matter, which demands teachers' attention. Although research on different negative effects of humor in classrooms is far less substantial than the positive, the issue of negative humor, initiated by both teacher and the students, should be taken into consideration.

METHODOLOGY

This research will apply a qualitative research design because it will deal with the data form of the dialogues between teacher/Leader and his / her students and his students' enthusiasm in learning English. The strength of a qualitative research method is that it can provide a rich description of the inquiry or phenomenon being studied. In this case, the researchers described about "An analysis of humor in Meeting Club"

The data collected then will be analyzed by the researcher in following several steps, they are:

1. Transcribing the data of humor in meeting club.
2. Identifying and categorizing the strategies used humor in meeting club from the conversation.
3. The findings are displayed.

It analyzed the strategies used by teacher/Leader and Students in meeting club used humor in the meeting. It was important to know that in activate Students schemata in teaching and learning, to create thinking activities in solving problem, to increase emotional and behavioral development. Finally, it was strongly recommended that more attention should be paid in teaching English and trying to eliminate problem in learning and teaching English by considering an analysis of in Meeting club.

The participant of this research are the Members of Meeting club in Makassar. Consists of 6-7 member of meeting club. The research took place the English club as the location of the investigation. The location was at Fort Rotterdam Makassar the investigation did three weeks.

In order to get more effective and efficient ways in collecting the data of humor in meeting club, the researchers will collect the data through audio recording the meeting club. The primary instrument in this research is the researcher herself while the secondary instrument is anything that can help the researcher in collecting data, such as mobile phone as the recorder.

FINDINGS

In meeting club, there are three types of humor used in meeting club, they are, Teasing, Banter, and Joking.

1. Teasing

Teasing is “intentional provocation accompanied by playful off-record markers that together comment on something relevant to the target” (Keltner et al. 2001:229). This definition by Keltner et al. intends to give a neutral view of teasing. Nevertheless, teasing can easily act both as a positive and a negative type of humour.

Extract 1: Public Transportation

Speaker 3 : yahh life style not be [unclear] how to say hmmm oplat transportation. I mean we lack of quality public transportation as we know we have more public transportation such as a bentor ,becak it that you explain previous , and then
 Leader : *why you see?*
 Speaker 3 : *he is driver right? @.saya kan langganan sama situ*
 Speaker 5 : *His looks like driver*
 Speaker 3 : *the bos of the becak and the bos of bentor*

In extract 1 above, the Speaker 3 explain about the lack of public transportation, and suddenly the Leader command her gestured. She answer the question which is presented through teasing, “**he is driver right? @ saya kan langganan sama situ**”. The current extract shows example of teasing. Another example of teasing can be seen in the following extract:

Extract 2: Conversation about motorcycle

Speaker 1 : Yess , I agree you statement
 Speaker 2 : Ohh you have statement same with me, ok ok. Why you agree with me , ee I think
 Speaker 5 : I like your comman
 Speaker 1 : Realy
 Speaker 6 : *May be you agree with him, because you have something wrong*
 Speaker 2 : no no no.
 Speaker 6 : *If you go to school, maybe u can have, apa janjian with the*
 Speaker 2 : No.no.no
 Speaker 1 : you use motor cycle,
 All Speaker : @

In extract 2 above, when in the middle of the conversation there was a friend who told to make an appointment to school together. It just went to the atmosphere more fun. That's mean in the conversation through teasing

2. Banter

Banter is a term for a more specific type of teasing where the teasing happens back and forth. It might be called "a match of verbal ping-pong played by the two (or more) interlocutors within a jocular mode" (Dynel 2008:243-244). Mostly in teasing the recipient does not "play along" (Drew 1987:219), but in banter the target is expected to participate in the bantering, which usually starts by focusing on some habit or characteristic of the recipient (Plester and Sayers 2007:159). The banter stops when one of the participants "runs out of ideas to outdo the other" (Dynel 2008:244).

Extract 3: Bentor

- Speaker 6 : apakah kamu pernah menggunakan bentor
(Have you used bentor?)
Speaker 5 : *I'm never used it, I'm never drived*
All : @
Leader : it's the provider
All : @
Speaker 5 : *you are driver*
Speaker 6 : It's okay

In extract 3 above, the banter extract begins when Speaker 6 ask Speaker 5 "Have you used bentor?" But Speaker 5 never used and drived bentor, So Speaker 6 ask him, you are driver, their conversation proceeds as banter. We can see another example of banter in the following extract:

Extract 4: the advantage and disadvantage of using car.

- Leader : how about you
Speaker 3 : I eee I eeee I think the about pollution, I choose a car, I think because if I go some there by car , I can eeee I can my uniform is dirty if I choose car
Speaker 4 : *If you choose car you uniform is dirty?*
Speaker 1 : Yahhhhh @
Speaker 3 : no dirty
Speaker 1 : *before you say you uniform is dirty*
Speaker 3 : noo. I don't say dirty
Speaker 1 : yahhhh
Speaker 3 : *Realy..??? ada Aqua kah? Hahahahaha, I'm not focus, sorry, sorry, ehhh,, I ehhh,, I like linglung , may be just like that ,, yeshhh, I ont have any statement @*

In extract 4 above, Speaker 3 fell not focus to answer the question from Leader, Her statements to choose car, it can make her uniform dirty. So many friends repaid Speaker 3 statements, they mean that's not true, the present extract is a clear

example of banter, since teases are consecutively produced by two people. The smiles and humorous facial expressions of Speaker 3 and Speaker 1 reveal their discussion to be produced in humor mode.

3. Joking

Joking is the most abstract of the types of humor presented here. It can be divided in to two categories: conversational jokes and canned jokes.

Extract 5: bentor is really not good.

Leader : all the people said and we eee about the bentor really is not good
 Speaker 6 : annoying
 Leader : yup
 Speaker 6 : *we can said that is really annoying but I'm sorry if there is some of as have a bentor I'm sorry*
 Leader : ok
 All Speakers : @

In extract 5 above, Speaker 6 give comments “but I’m sorry if there is some of us have a bentor I’m sorry”. The present extract is a clear example of joking. It’s one of humor use in meeting club, where humor can make the atmosphere in the meeting club is not strained, and become more interested in following meeting club. Other examples are in the following extracts:

Extract 6: Agree and disagree

Speaker 1 : what is you statement? Are you agree to use motor cycle or car?
 Speaker 4 : Yahh, I’m ee agree ee motor cycle, why?
 Speaker 1 : *She is a psychopath girl.*
 Speaker 4 : @ *Because eee.*
 Speaker 3 : *she is a chili chili*
 Speaker 4 : *yah chili chili.*
 Speaker : @

In extract 6 above, When the Leader asked Speaker 4 agree or disagree about the statements before, Speaker 1 said Speaker 4 is chili chili, some members in meeting club laugh but some students are not laugh, This is one of humor that used in meeting to make meeting club be fun not bored, for Some students like it with laugh, but for some members it is rude in meeting.

The study aimed to find out the effect of humor use in meeting club atmosphere. Humor is very effective in building relationships all the members, and to increase the student’s English ability, so students do not feel worried to express their idea. In other words, whether humor created positive reactions and possibly enhanced learning or resulted in negativity, such as students getting offended or even getting bullied. Based on the data, most of the examples of humor were found to have a positive effect on the classroom atmosphere. The positive effect was

evident from the reactions to humor use, which included smiling, laughing and other humorous responses such as exaggerated postures or facial expressions. In addition to the basic humor signals, including laughter and change of voice, these contextual clues are the key in finding out whether the participants are acting in serious or non-serious mode (Haakana 1996:149-156). Overall, it was easier to detect the positive than the negative effects of humor use, since negative emotions were not expressed as strongly by the participants.

The humor type Joking appeared mostly in meeting club, which seemed to be appreciated by students based on their response joking remarks. Joking had a positive effect on the atmosphere in most of the examples detected in the data, but a few examples should be looked at more closely to discuss possible negativity created by the humor sequences. Teasing had a positive effect on the atmosphere in most of the examples detected in the data, but a few examples should be looked at more closely to discuss possible negativity created by the humor sequences. Firstly, extract 6 presented a Joking sequence where the Speaker 3 (girl) was targeted by Speaker 4 (another girls). The joking was produced in good nature, but Speaker 4 (girl's) reactions showed that unlike Speaker 3 she was not completely in the humor mode during the long interaction.

As for the negative impact that I found on the club meeting is a stiff response to humor, because in addition to the type of teasing and banter that always appear at the club meeting was joking type. For this type of joking is no response from some members who are not comfortable with this type of humor.

CONCLUSIONS AND FURTHER RESEARCH

In this paper, I have done research on applying the method of humor in a club meeting to increase the motivation of members, and explore their abilities especially speaking skills. There are several types in the type of humor such as irony, Teasing, banter, language play, and joking. But from the research that has done, the researcher found there were only three types of humor are most often used by the member, namely type Teasing g, type banter and joking type.

The study Aimed to find out the effect of humor use in meeting club atmosphere. Humor is very effective in building relationships of all the members, they are to create communicative teaching and learning, to activate learner schemata in teaching and learning, to increase of the student's English ability especially speaking skill, so students do not feel worried to express their idea.

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