CAN JOYFUL LEARNING STRATEGY USING HUMOR INCREASE STUDENTS’ LEARNING OUTCOMES IN ENGLISH LANGUAGE LEARNING?

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Abstract
This study aims to find out whether the Joyful learning method assisted by humor can improve student learning outcomes in English subjects in MTS both public and private in the Minahasa district. The method used is Action Research which includes 2 activity cycles to determine the level of student success in learning English. The results obtained that the Joyful Learning Method aided Humor significantly improve student learning outcomes in English Subjects. Based on the pre-test and post-test data of the first cycle, the average value of students in the first cycle increased by 10.68% from the average value of the pre-test of 63.27 to 69.03 on the post test of the first cycle. Completeness of learning in the first cycle, the pre-test results showed 22.21% or 8 of 34 students whose grades reached teaching and learning process. From the results of the first cycle posttest the number of students who have reached the teaching and learning process has increased to 58.58% or 20 of 34 students. Based on the pre test and post test data of the second cycle, the results of English Learning Achievement in the second cycle increased by 23.06% from the average value of the pre-test of 69.18 to 84.03 in the post-test. From individual observations in terms of mastery learning in cycle II, the pre-test results showed 43.42% or 15 of 34 students whose grades reached teaching and learning process. From the post-test results, the number of students who have reached teaching and learning process has increased to 88.88% or 30 of 34 students.

Keywords: joyful learning, humor, results, learning, fun

Introduction
Teaching activities in schools are part of general education activities, which automatically improve the quality of students towards better. When observed success in education is inseparable from the activities of the teaching and learning process. Success in the teaching and learning process is usually measured by the success of students in understanding and mastering the material provided. The more students who can reach the level of understanding and mastery of the material, the higher the success of the teaching.

English as a means of scientific thinking is very necessary to develop the ability to think logically, systematically, and critically in students. English plays a
very important role in the development of science and technology, then with the help of English as an international language, science and technology will progress more rapidly.

Similarly, English is an important knowledge that is needed by students to support the success of their learning in higher education. For this reason, students' ability to master English needs to be improved so that students have sufficient knowledge to face the future and are also expected to contribute to improving the quality of education.

English is one of the subjects taught in schools with a significant number of hours compared to other subjects. But in reality, English lessons are often regarded by students as very difficult and frightening subjects. Scientifically, there is no child who wants to learn English before he himself knows that English exists, what the child wants is to get information about things that are around him in his real condition. The atmosphere of the process of learning English at this time feels stiff and boring, learning English as if only wrapped in the application of language patterns both sentence patterns and structure and speaking skills. The low learning achievement of English is not absolutely caused by the lack of students 'ability in English, but there are other factors that influence such as teaching methods and how students' activities in learning.

According to Kimble (1961: 6) "Learning is modification, or reinforcing behavior through experience " means learning is a process, an activity and not an outcome or objective. "Learning is a process characterized by changes in a person, changes as a result of the learning process can be shown in various forms such as changes in knowledge, understanding, behavior, skills, abilities, habits and changes in other aspects that exist in individuals who learn "(Sudjana, 2005: 28). Therefore, the quality of the process of learning is an important factor that can determine the success of learning English.

In connection with the above problems after researchers observed learning that occurred at Tomohon MTS, problems were found including:

1) Students lack the enthusiasm of listening to English lessons.
2) The potential of active students who have not been directed.
3) Students are easily bored with learning.
4) Students are less controlled, there are still students who are engrossed in conversation with their peers.
5) The daily test scores of English subjects are lacking.
6) The teacher still uses the classical lecture method in delivering the material so students are less active in following the lesson. This is known based on preliminary observations made by researchers on May 20, 2019 on the implementation of learning English.

Learning as guidance towards responsible behavior towards the environment must be planned and carried out in a conducive and enjoyable manner, so that students have the motivation and attention to study further. So effective learning should use a variety of approaches or methods that can be fun and attract the
attention of students, but the fact that the use of inappropriate methods will lead to problems including:

1) Student attention is not focused on the lesson.
2) Students easily feel bored in learning. Students often ask permission to go to the bathroom.
3) Students respond to questions from the teacher arbitrarily and sometimes while joking.
4) Learning is still "teacher centered".
5) Learning achievements that have not yet reached the minimum completion limit.

To overcome these problems, it is necessary to create the right learning formula. So that it can increase the activeness and motivation of students in learning English language. The teachers continue to try to compile and apply various learning methods that are varied so that students are interested and more active in learning English language. One of them is by applying variations in Joyful Learning methods.

The variety of learning methods based on Joyful Learning is an amalgamation of several methods that make learning fun. While Joyful Learning is a method of learning that is fast and precise and fun to balance the work of the left brain and right brain in order to develop optimally. (Hayati, 2003: Pelangi Pendidikan Rainbow Bulletin Volume 6 No.1) It is said that the method is fast because with Joyful Learning developing to the maximum, it can accelerate the mastery and understanding of the subject matter being studied, so that the time needed to learn faster.

Difficult subject material is made easy, simple so there is no boredom in learning. Learning success is not determined or measured by the length of sitting behind a desk, but is determined by the quality of learning. It said the right method because the methods in Joyful Learning varied, namely passwords or keywords, creative numbers, visualization, Mind Mapping and others. Free to choose and determine the right method or suitable to be applied in a particular school. This can make students have a high interest and motivation to learn in the learning process, so as to improve mathematics learning outcomes. To be able to carry out learning by applying a variety of Joyful Learning-based learning methods, there needs to be collaboration between mathematics teachers and researchers through Classroom Action Research (CAR). This CAR research process provides an opportunity for researchers and mathematics teachers to identify learning problems in schools. So that learning problems in schools can be studied and resolved. Thus, the process of learning mathematics in schools with the application of variations in learning methods based on Joyful Learning is expected to improve the quality of the process and student learning outcomes of English.

Based on the background of the problem outlined above, the problem formulation raised by the author is stated:

1) Is there an improvement in the quality of the English learning process for Grade VII students of SMP after English learning is done through the application of a variety of Joyful Learning-based learning methods?
2) Is there an improvement in the quality of English language learning outcomes for Grade VII students of SMP after English language learning is done through the application of a variety of Joyful Learning-based learning methods?

Then the goal to be achieved in this study is to improve the quality of the learning process and outcomes of English VII grade students of SMP through the application of a variety of Joyful Learning-based learning methods. To know this, indicators of the quality of the learning process are used, including: students' motivation to learn in teaching and learning activities, student activeness in following the teaching and learning process, interactions between teachers and students in conducting learning activities, and teacher skills in teaching. While indicators of the quality of learning outcomes include: learning achievement (KKM).

Method

This research is a class action research. According to David Hopkins (1993:1) “Classroom Research is a form of reflective study conducted by the actor to increase the stability of rational actions in carrying out the duties and deepen understanding of the condition in any practical learning”. The action design used in this study is Kemmis & Taggart model (Suharsimi Arikunto, et al. 2008). The research design can be described as follows:

Figure 1. Diagram of Classroom Action Research Activities

Findings and Discussion

Planning Implementation of a Joyful Learning Assisted Learning Strategy with Humor

The purpose of this research is to improve Accounting Learning Achievement through Joyful Learning Assisted Learning Strategies with Humor in learning
English. To achieve these objectives, researchers make learning plans with Joyful Learning Assisted Learning Strategies with Humor. Information obtained from the results of class discussions and observations that English Learning Achievement is less than optimal, it needs to be made interesting and different learning plans with conventional models applied by the teacher so that students better understand the material being studied and finally able to improve English Learning Achievement.

The teacher gives a positive response to the researcher's explanation regarding Joyful Learning Assisted Learning Strategy with Humor. Humor is often delivered by the teacher but the Joyful Learning Approach has never been applied by the teacher in the learning process so hopefully with this approach the achievement of English Learning Achievement can be increased. The researcher discusses the English language teaching class collaborator teacher in class VII related to the material to be implemented.

Arrangement of Action Plan

In this study the action plan was made as an effort to optimize the course of research so as to provide optimal results for improving English Language Learning Achievement and to guide the implementation of English learning actions by using Joyful Learning Assisted Learning Strategies with Humor. The preparation of the action plan, namely:

a. Arrange lesson plans to be used.
b. Make English learning materials with humor insertions.
c. Make pre-test / post-test questions that are used to measure English Learning Achievement.
d. Make an assessment form to assess the results of the pretest / posttest.
e. Make an observation sheet that is used to record the number of laughs in class.
f. Make a field note format that is used to record events during the learning process.
g. Consultation to subject teachers regarding matters relating to the implementation of the learning process to be carried out.

Cycle Research Results I

Based on the pre test and post test data of the first cycle, the average value of students in the first cycle increased by 10.68% from the average value of the pre test of 63.27 to 69.03 on the post test of the first cycle. Mastery learning in the first cycle, the pre-test results showed 22.21% or 8 of 34 students whose grades reached teaching and learning process. From the results of the post test I cycle the number of students who have achieving teaching and learning process has increased to 58.58% or 20 of 34 students.

Cycle Research Results II

Based on the pre test and post test data of the second cycle, the results of English Learning Achievement in the second cycle increased by 23.06% from the average value of the pre test of 69.18 to 84.03 in the post test. From individual observations in terms of mastery learning in cycle II, the pre-test results showed
43.42% or 15 of 34 students whose grades reached teaching and learning process. From the post-test results, the number of students who have reached thing and learning process has increased to 88.88% or 30 of 34 students.

**Conclusion**

Based on the results of research and discussion in the previous chapter, the following conclusions can be drawn:

1. Implementation of Joyful Learning Assisted Learning Strategies Using Humor uses two cycles which include planning, implementing, observing and reflecting in each cycle. Humor used in learning is brought up when, opening learning, pausing between material and closing learning material.

2. The Implementation of Joyful Learning Assisted Learning Strategies with Humor is able to form a pleasant learning atmosphere that is realized through student laughter, resulting in an increase in English Learning Achievement. Careful planning of each meeting and implementation of actions is quite important when implementing Joyful Learning Assisted Learning Strategies with Humor, because if in the implementation of actions, we are not able to determine the right joke and cannot plan when the joke was issued, then students will not respond joke we threw. The jokes that were released were able to make the learning atmosphere fun and happy so that with an atmosphere that pleased students was able to improve English Learning Achievement.

3. English Learning Achievement in general has increased from cycle I to cycle II with the implementation of Joyful Learning Strategies Assisted with Humor. This is evidenced by an increase in English Learning Achievement results obtained through pre-test and post-test. Based on the results of the post test, showed an increase in the average value of English Learning Achievement from the first cycle of 69.03 to 84.03 in the second cycle, whereas from the level of mastery learning there was an increase, seen from the first cycle of class learning completeness by 58.58% to 88.88% in the second cycle.

**References**


