

CHAPTER III

RESEARCH PROCEDURES

This chapter provides a comprehensive description of the research method, research focus, research object, data collection and analysis techniques, and the study's time and location.

A. Method of the Research

This study employed a qualitative approach to explore the use of humorous language. Qualitative research is inherently interpretive, allowing for an analysis that acknowledges the symbolic nature of language, recognizes multiple valid interpretations, and situates meaning within both personal and social contexts (Moffett & Weare, 2020). The study employed a qualitative content analysis method, which provided a framework for examining data in a manner that captures both the subjective and scientific aspects of social reality. Content analysis was chosen for this study because it enables a systematic and detailed examination of linguistic elements within naturally occurring data, such as stand-up comedy performances.

The content analysis method allows researchers to break down complex verbal humor into identifiable units, which are essential for understanding how comedians construct meaning and elicit laughter. Content analysis explores the meanings, themes, and patterns visible and hidden in texts (Zhang & Wildemuth, 2009). Moreover, content analysis is particularly effective for analyzing recorded or transcribed spoken language, making it well-suited for investigating how humorous language operates within performance contexts. Through this method, the research aimed to identify the humorous language used in stand-up comedian performances and understand how these language choices contributed to creating an engaging comedic experience, thereby providing insight into the interplay between language, performance, and audience engagement.

B. The focus of the Research

This research examines the use of humorous language and its comedic effect in stand-up comedy, specifically in Liz Blanc's performance, "Teaching Gen Z is WILD," on the "Don't Tell Comedy" YouTube channel. The study examines how different elements of humorous language, such as *Allusion*, *Bombast*, *Definition*, *Exaggeration*, *Facetiousness*, *Insults*, *Infantilism*, *Irony*, *Misunderstanding*, *literalness*, *Puns or Word Play*, *Repartee*, *Ridicule*, *Sarcasm*, and *Satire*, contribute to constructing humor in the performance. It also explores humor from a theoretical perspective, explaining why it is considered funny, including the concepts of *superiority*, *incongruity*, *psychoanalysis*, and *cognitive dissonance*.

C. Research Object

The research object in this study focuses on analyzing the language of humor used in stand-up comedy. The video selected for analysis is "Teaching Gen Z is WILD" by Liz Blanc, which lasts 10 minutes and 17 seconds. The selection of this video is based on several considerations. Firstly, Liz Blanc's performance presents a distinctive comedic style and approach to addressing the challenges of teaching Generation Z. This particular focus enables an in-depth exploration of the language of humor and its role in highlighting themes related to education and generational dynamics. Second, the theme of teaching Generation Z is relevant to contemporary social issues, making it a rich ground for analyzing how humor can effectively capture the attention of and resonate with audiences while conveying critical observations about education in the current generation.

D. Data Collection

The data in this study were obtained through document analysis focusing on video performance from the 'Don't Tell Comedy' YouTube channel. According to Bowen (2009), document analysis is a systematic method for examining and evaluating printed and electronic materials, including computer-based content and online materials. This method is particularly effective for analyzing media such as videos, which provide rich data for studying humorous language in stand-up comedy. The selected video provides an overview of the comedians' performances

and their use of language. Through this video, researchers can gain insight into how humor functions in the current social context and how the language of humor is utilized in comedians' performances. Therefore, analyzing these YouTube video is crucial to answering the research question of how the language of humor shapes the performances of stand-up comedian.

E. Data Analysis

Data Analysis. This research used content analysis as described by Zhang and Wildemuth (2009), which was implemented as follows:

1. Prepare Data

The data came from transcripts of a stand-up comedy video on 'Don't Tell Comedy's' YouTube channel, "Teaching Gen Z is WILD" by Liz Blanc. Transcripts were made using the Anthiago website to ensure all verbal elements were recorded in detail for analysis.

2. Define the Unit of Analysis

The unit of analysis was any piece of text that contained elements of humorous language based on Berger's (2017) theory, such as *Allusion*, *Bombast*, *Definition*, *Exaggeration*, *Facetiousness*, *Insults*, *Infantilism*, *Irony*, *Misunderstanding*, *over literalness*, *Puns or Word Play*, *Repartee*, *Ridicule*, *Sarcasm*, and *Satire*. Other categories were developed based on Berger's (2017) theory of why make it funny: *Superiority*, *Incongruity*, *Cognitive*, and *Psychoanalytic*.

3. Develop Categories and Coding Scheme

Categories were developed based on Berger's (2017) humor language and theory of why it makes it funny. Each element of humor was assigned a specific code, for example:

AL = *Allusion*

BM = *Bombast*

DF = *Definition*

EX = *Exaggeration*

FC = *Facetiousness*

INS = *Insults*

INF = *Infantilism*

IR = *Irony*

MS = *Misunderstanding*

OV = *Over literalness*

WP = *Puns or Word Play*

RP = *Repartee*

RD = *Ridicule*

SC = *Sarcasm*

ST = *Satire*

4. Test Coding Scheme on a Sample of Text

The first five minutes of the video were used as a test sample to verify that the codes were applied consistently. The sample revealed clarity and accuracy in applying the codes to various humor techniques.

Example from the test sample:

“oh my God you guys are a friendly crowd I’m not used to Friendly crowds I teach high school English you’re like *we know bitch we see your cardigan we we get it*”
(00:03 – 00:13)

Ridicule (RD), Incongruity (INC)

5. Code All the Text

The entire transcript of the video was coded based on the tested scheme.

Table 3. 1 Code Text

Excerpt	Humor Language	Theory Why Make It Funny
"I'm not used to friendly crowds... <i>I teach high school English...</i> "	IR	INC
"Before I became a teacher I liked myself... now <i>I'm a dumb bitch.</i> "	INS	SP
"She asked me my favorite thing about teaching... <i>I told her July.</i> "	IR	INC

6. Assess Coding Consistency

To ensure consistency, the coding results were reviewed or re-coded on certain parts of the text.

7. Draw Conclusions from the Coded Data

The coded data were analyzed to identify patterns in the use of humor elements. The analysis revealed the types of humor, language, and reasons that make stand-up comedy funny.

8. Report Methods and Findings

The findings were presented in a detailed report that outlined each research step, the coding scheme, and the humor categories identified in the performance. To quantify the frequency of humor types, the formula from Sudijono (2006) was used: $P = (F/N) \times 100\%$

Where:

P = Percentage

F = Frequency of specific humor type

N = Total jokes instances

Table 3. 2 Frequency and Percentage of Humor Language

Code	Frequency (F)	Percentage (%)
Irony (IR)	14	48.28%
Insult (INS)	5	17.24%
Exaggeration (EX)	4	13.79%
Satire (ST)	4	13.79%
Allusion (AL)	3	10.34%
Ridicule (RD)	2	6.90%
Facetiousness (FC)	1	3.45%
Misunderstanding (MS)	1	3.45%
Over Literalness (OV)	1	3.45%

Table 3. 3 Frequency and Percentage Theory: Why it is Funny

Code	Frequency (F)	Percentage (%)
Incongruity (INC)	17	58.62%
Superiority (SP)	7	24.14%
Cognitive (CO)	4	13.79%
Psychoanalytic (PSC)	2	6.90%

This process ensured that the data were analyzed systematically and that the research objectives were followed to explore the language of humor in stand-up comedy.

F. Time and Place of the Research

Table 3. 4 Research Timeline

Activities	Month									
	Oct 2024	Nov 2024	Dec 2024	Jan 2025	Feb 2025	Mar 2025	Apr 2025	May 2025	Jun 2025	Jul 2025
Research Proposal Writing										
Research Proposal Examination										
Data Collection										
Data Analysis										
Report										
Thesis Result Seminar										
Thesis Examination										

This research schedule follows a well-organized structure, from formulating and validating the research proposal to continuing to the data collection and analysis stages. Data sourced from the ‘Don’t Tell Comedy’ YouTube channel was carefully transcribed, categorized, and examined through humor theory. After completing the analysis, the results were compiled into a comprehensive research report. The research concluded with a thesis seminar and a final revision session. This structured schedule facilitated a transparent and gradual work process, ensuring that all research objectives were achieved within the specified timeframe.