

**TEACHERS' PERCEPTION OF USING JOKES
DURING THEIR ENGLISH TEACHING AT JUNIOR HIGH SCHOOL
IN SIDOARJO**

THESIS

Submitted in partial fulfillment for the degree of Sarjana Pendidikan (S. Pd.)
in English Teaching and Education Development



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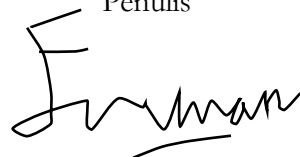
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ABSTRACT

Syarifudin, Firman (2022). Teachers' Perception of Using Jokes during Their English Teaching at Junior High School in Sidoarjo. A Thesis, English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisors: Sigit Pramono Jati, Hilda Izzati Madjid, MA.

This research explores the teacher's perceptions of using jokes during their English teaching at junior high schools in Sidoarjo. The study aims to investigate how teachers perceive and specifically incorporate jokes as a pedagogical tool in the English language classroom, or so they essentially thought. The research mostly focuses on understanding the frequency of joke usage, the types of jokes employed, and the impact of jokes on student engagement and language learning outcomes. A qualitative methods approach is utilized, involving giving a questionnaire to gather data subtly. The survey assesses teachers' perceptions and attitudes toward using jokes, while the observation component specifically captures the actual implementation of jokes in the classroom. The findings of this study will shed light on the role of jokes in English language teaching and provide valuable insights for teachers, curriculum developers, and educational practitioners.

Keywords:

Teachers' Perception, Jokes, Comedy, English teaching, Junior High School, Sidoarjo.

ABSTRAK

Syarifudin, Firman (2022). Teachers' Perception of Using Jokes during Their English Teaching at Junior High School in Sidoarjo. A Thesis, English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisors: Sigit Pramono Jati, Hilda Izzati Madjid, MA.

Penelitian ini mengeksplorasi persepsi guru dalam menggunakan lelucon selama pengajaran bahasa Inggris mereka di sekolah menengah pertama di Sidoarjo dengan cara yang utama. Penelitian ini bertujuan untuk menyelidiki bagaimana para guru memandang dan secara khusus memasukkan lelucon sebagai alat pedagogis di kelas bahasa Inggris, atau begitulah yang mereka pikirkan. Penelitian ini sebagian besar berfokus pada pemahaman tentang frekuensi penggunaan lelucon, jenis lelucon yang digunakan, dan dampak lelucon terhadap keterlibatan siswa dan hasil pembelajaran bahasa. Pendekatan metode kualitatif digunakan, dengan memberikan kuesioner untuk mengumpulkan data secara halus. Survei ini menilai persepsi dan sikap guru terhadap penggunaan lelucon, sementara komponen observasi secara khusus menangkap implementasi lelucon yang sebenarnya di kelas. Temuan dari penelitian ini akan menjelaskan peran humor dalam pengajaran bahasa Inggris dan memberikan wawasan yang berharga bagi para guru, pengembang kurikulum, dan praktisi pendidikan.

Kata kunci:

Persepsi Guru, Lelucon, Komedi, Pengajaran Bahasa Inggris, Sekolah Menengah Pertama, Sidoarjo.

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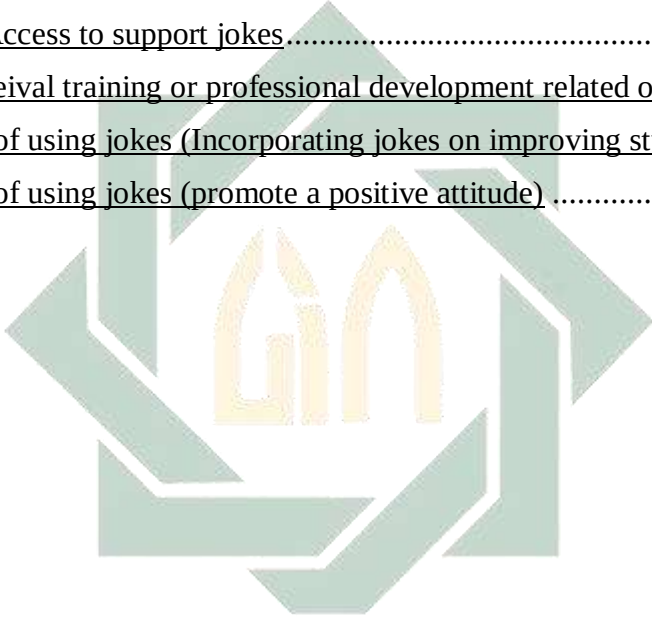
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CHAPTER I

INTRODUCTION

This chapter contains some information organized into six sections, (1) Background of The Research, (2) Research Question (3) Objective of The Research (4) Significance of The Research (5) Scope and Limitation, and (6) Definition of Key Terms.

1.1 BACKGROUND OF THE STUDY

In Indonesia, the implementation of English language teaching has become a crucial issue, particularly at the junior high school level, where students are still developing their English proficiency. It is commonly known that English is not the mother tongue language in Indonesia, which means that students might find it difficult to comprehend and enjoy the English learning process. Therefore, teachers need to utilize various techniques to make the English learning process more enjoyable and effective. Students have different attitudes and motivations when it comes to accepting teaching and learning from teachers. Therefore, teachers play an important role in identifying the learning styles of the students being taught in the classroom, because students have different learning styles and each student is different. Some students are more active in receiving guidance from teachers, while others learn better when they are allowed to freely participate in learning activities. Other students will need guidance and greater support from teachers and others who are more independent and have a stronger sense of self. Although, teachers should make their lessons interesting, engaging, and fun in teaching English. One way that they achieve this goal is by increasing her jokes and incorporating them into her classroom. In addition, to psychosocial factors such as family background, self-esteem, and parenting style, a sense of joke also plays an important role in improving academic performance¹.

The use of joke in the classroom is believed to have the potential to increase students' motivation, improve their comprehension and retention of the material, and enhance their overall learning experience. Therefore, this study aims to investigate the perception of English teachers in junior high schools in Sidoarjo regarding the use of jokes during their

¹ Tross, S. A., Harper, J. P., Osher, L. W., & Kneidinger, L. M. (2000). Not just the usual case of characteristics: Using personality to predict college performance and retention. *Journal of College Student Development*, 41(3), 323-334.

English teaching. Specifically, this study aims to explore the reasons why teachers use jokes in their teaching, the types of jokes they use, and the impact of using jokes on students' learning outcomes². This study is significant as it will provide valuable insights into the effectiveness of using joke in English teaching in the Indonesian context. The findings of this study will be beneficial for English teachers, curriculum developers, and policymakers, as they can develop more effective English teaching methods that incorporate the use of jokes.

Using jokes in language teaching really is a technique that can enhance the learning experience and engagement of students. Jokes can be used to particularly teach and specifically reinforce language concepts very such as vocabulary, grammar, and idiomatic expressions in a fun way, fairly contrary to popular belief. Jokes also for all intents and purposes help to particularly create a relaxed and enjoyable atmosphere in the classroom, which can particularly reduce stress and anxiety levels, and for the most part make learning pretty much more enjoyable in a subtle way. In addition, using jokes in language teaching can specifically help to basically develop critical thinking and creativity skills, which generally is fairly significant. By interpreting jokes and analyzing their meaning, students can basically improve their ability to specifically understand the nuances of language, as well as their ability to essentially express themselves generally more creatively, which basically is quite significant.

However, it kind of is important to note that not all jokes definitely are basically appropriate or suitable for classroom use in a subtle way. Teachers need to mostly be aware of cultural and linguistic differences and really avoid jokes that may basically be kind of offensive or inappropriate in definitely certain contexts in a basically major way. It literally is also important to use joke in moderation and balance it with basically other teaching techniques to essentially ensure that the learning objectives are met, which generally is quite significant. Overall, the use of jokes in language teaching can essentially be an basically effective tool for improving students' engagement, motivation, and language learning outcomes, which for the most part shows that important to use joke in moderation and

² Huang, S. (2017). The effectiveness of using humor in the EFL classroom. *The Journal of Asia TEFL*, 14(3), 595-606.

balance it with fairly other teaching techniques to mostly ensure that the learning objectives are met, which is fairly significant. By making learning enjoyable, students kind of are kind of more pretty likely to generally retain what they basically have literally learned and actually develop a fairly positive attitude toward language learning, generally contrary to popular belief.

According to Crawford, using jokes in English language instruction can boost student engagement and motivation. The use of joke, according to the pupils, makes the class more enjoyable and inspires them to study English. Further, by boosting learners' confidence to speak up in class and connect with their peers, using jokes can promote the participation of students. Crawford researched the use of jokes in the classroom at a Swedish institution. He came to the conclude comedy to teach English can be an effective way to motivate students and get them more involved in the class. It also can serve as a resource for English teachers who want to think about including comedy in their lessons and demonstrate how joke can assist pupils in acquiring English³.

Jokes in the classroom may take many forms from telling funny stories, acting something out, using props, using fun demonstrations and experiments, trying different media, music, and advertisements, and of course, borrowing or browsing from social media, such as YouTube. Rather than looking for people or issues to make fun of, teachers should make fun of themselves. Self-effacing joke illustrates to students that the instructor is comfortable making mistakes and sharing these experiences with the classroom. Mills points out that many forms of joke can be employed in language acquisition, particularly in the teaching and learning of the English language. Such include jokes, amusing scenarios, and puns, Mills argues on how joke can boost pupils' spirits and academic achievement⁴.

There has been increasing research on the benefits of joke in language learning, such as increased motivation and engagement among students, improved language acquisition and retention, and reduced anxiety and stress. However, the use of joke in language teaching is still relatively new and unexplored in some contexts, such as in Indonesia. The study is

³ Crawford, J. R. (2013). Using humor in the ESL classroom. *TESL Canada Journal*, 31(1), 1-14.

⁴ Mills, N. (2009). Humor and language teaching. In J. Heigham & R. A. Croker (Eds.), *Qualitative research in applied linguistics: A practical introduction* (pp. 214-228). New York: Palgrave Macmillan.

aimed to investigate the effectiveness of using jokes in Indonesian EFL (English as a Foreign Language) classrooms, particularly in improving students' speaking skills. By exploring the effectiveness of using jokes in an Indonesian EFL classroom, this study aims to contribute to the literature on the use of joke in language teaching, particularly in a context where English is not the primary language. This research can provide insights into how joke can be integrated into language teaching to enhance students' language learning experiences and improve the quality of language education in Indonesia.

In this century, joke is being used for teaching and learning English for the pupils, because they need a new learning method to understand about English language. The teachers want to use this method because the ability to deliver jokes is an important part of the success method for them in teaching and learning English. On the other hand, pupils also need fun and enjoy learning English in the classroom, since they don't understand English lessons because of the method of teachers in teaching.

Sense of joke also plays a significant influence in boosting academic achievement, in addition to psychosocial aspects including family background, self-esteem, and parenting methods. In recent years, there has been an increase in interest in the use of jokes in language teaching and learning. Joke can increase students' motivation, engagement, and language learning results, including enhanced retention and language skill acquisition, according to studies. In some places, like Sidoarjo, Indonesia, the use of jokes in language education is still relatively new and untested. The perceptions of English language instructors in Sidoarjo Junior High Schools on the use of jokes in their instruction must thus be looked into.

This study can offer insights into how laughter can be integrated into language teaching to enhance students' language learning experiences and raise the standard of language education by examining the perceptions of English language teachers in Sidoarjo regarding the use of jokes in their instruction. Language instructors in Sidoarjo and other settings with a comparable culture can benefit from this research by developing innovative and efficient language teaching methods that use jokes as a pedagogical technique. This research can also add to the body of knowledge on joke's role in language education and classroom management.

In the context of language classrooms, teachers have stressed the beneficial function of jokes in language acquisition, particularly insofar as it fosters classroom engagement. For

instance, Pomerantz and Bell report that hilarious exchanges individual students the chance to express their classroom personalities while also giving them the chance to engage in language use that is more nuanced and imaginative than is generally found in L2 classrooms. Therefore, it may be concluded that the effective use of jokes enhances L2 learning and cognitive processing in students. Also, according to Cornett, "joke is one of the educator's most powerful resources" for attaining a range of positive educational outcomes, including potential consequences like problem behavior control and easier Foreign Language Acquisition⁵. Also, numerous academic studies have demonstrated that adding joke to the teaching of English as a Foreign Language (EFL) by teachers has a favorable impact on student learning.

1.2 RESEARCH QUESTIONS

From the background that has been explained previously, the researcher concluded, that the research question is What are the perceptions of English teachers at Junior High School in Sidoarjo of using jokes in their English teaching?

1.3 THE OBJECTIVES OF THE STUDY

The objective of the study is to describe the perceptions of English teachers in junior high schools in Sidoarjo in using jokes as an English teaching tool, include the types of jokes that used, the impacts on teaching and learning activities, and the obstacles in English learning in junior high schools⁶. Pujiastuti surveyed Indonesian EFL teachers' perceptions of the use of joke in teaching English. Research has found that teachers believe joke can improve learning and create a positive atmosphere in the classroom. However, teachers also recognized that the use of jokes requires careful consideration and sensitivity to cultural differences⁷.

⁵ Cornett, C. E. (1986). Learning through Laughter: Humor in the Classroom. Fastback 241: ERIC., 8

⁶ Sujana I. W. (2016). Teachers' Perception on Using Humor in English Teaching at Junior High School in Sidoarjo. Journal of English Language and Education, 2(2), 143-152.

⁷ Pujiastuti, E. (2019). The use of humor in English language teaching: A study of Indonesian EFL teachers' perception. English Language Teaching, 12(6), 99-106.

Similarly, Sujana examined the use of joke in EFL classrooms in Indonesia from a student's perspective. The study found that students enjoyed jokes and found it effective in language learning. However, the study also highlights the importance of using appropriate joke and paying attention to cultural differences⁸.

1.4 SIGNIFICANCE OF THE STUDY

The importance of this study is found in its ability to advance knowledge of how joke is used in English language instruction, particularly in the context of junior high schools in Sidoarjo. The results of this study may have several ramifications for policymakers, teacher educators, and English language instructors.

First, the study can shed light on how Sidoarjo's English language instructors feel about using joke in their classes, which can help with the creation of teacher preparation courses and educational resources. Second, the study can provide insight into the types of jokes told and how well they work to increase students' enthusiasm and learning, which can assist teachers in making defensible choices about how to use jokes in their English language classes. Third, the study helps pinpoint the difficulties English language instructors encounter while using jokes in the classroom, which can help researchers find solutions.

The research findings could kind of help junior high schools in Sidoarjo for all intents and purposes build interesting and very effective English language teaching strategies, which could for all intents and purposes improve students' learning outcomes and motivation in English language classes.

1.5 SCOPE AND LIMITATION OF THE STUDY

The purpose of this study particularly is to particularly determine how junior high school English teachers in Sidoarjo for the most part feel about using jokes when teaching English, or so they kind of thought. The study concentrates on the perceptions of teachers

⁸ Sujana, I. W. (2016). The use of humor in EFL classrooms in Indonesia: Students' perspectives. *Lingua Cultura*, 10(1), 29-34.

using jokes in the classroom and factors of teachers using jokes in teaching English, or so they specifically thought.

The following aspects explored as the study's primary focus on how jokes are used in English language instruction by teachers, the kind of jokes told in English language classrooms and how well they help students learn and stay motivated, techniques used by teachers to include jokes in their English language classes, and challenges of teachers encounter while employing jokes in English language instruction.

There are several restrictions on this study, though, and those should be taken into account. First off, because the study will solely concentrate on English teachers at junior high schools in Sidoarjo, it may be harder to generalize the results to other locales or situations. Second, the study would rely on teachers' self-reported data, which could be biased by responses. Thirdly, the study will use a qualitative research approach, which can reduce the findings' statistical significance and capacity to be generalized. Last but not least, the study won't evaluate how jokes affect students' academic achievement in English language classrooms.

1.6 DEFINITION OF KEY TERM

The study describes many points and terminology so that both the reader and the researcher have the same interpretation and knowledge to prevent miscommunication and misconception of the substance from several points in this research.

1.6.1 Jokes

A joke is a form of comedic communication intended to make the audience laugh. It usually consists of short stories, text, or punch lines, and often utilizes puns, irony, satire, or unexpected twists to comedic effect. Jokes are a great way to lighten up a conversation or defuse tension in a group. It can also be used to state your point of view, make fun of a situation, or criticize something without being overly serious or confrontational. Joke is a powerful means of communication that can help create memorable experiences and leave lasting impressions. Jokes often have a structure that establishes a premise or context, followed by a punch line that disappoints the listener. Understanding the distinction between amusing and offensive jokes is also crucial. Although comedy may be a powerful tool, it must be used with caution.

According to Hartati, the word "joke" is derived from the Youmoors term for "liquid-flowing,". One can say that someone has jokes if they can make other people laugh⁹. On the other hand, Didiek Rahmanadji noted that "joke is anything hilarious that might generate nervousness or laughing"¹⁰. Making people laugh can be accomplished not only via words but also through movements or a visual medium. Presentation of jokes might take the form of visual art like caricatures, cartoons, or comics, dramatic performance as ludruk or comedy, written text, or casual chat.

From the for all intents and purposes many definitions given above, it can literally be specifically inferred that joke generally is an action in words, visuals, or behavior of a person that can for the most part make for all intents and purposes other people laugh when they witness it, which generally is quite significant. In both the communication process and the learning process, joke particularly is a particularly good way to really establish comfort and literally draw in interlocutors. In the classroom, tension can basically be literally decreased and relationships can specifically be forged thanks to jokes in a subtle way.

In this study, jokes are defined as a form of comedic communication that aims to make the audience laugh. Jokes usually consist of short stories, texts, or punch lines that often use puns, irony, satire, or unexpected surprises to create a funny effect. The purpose of jokes in this teaching context is as a powerful tool to lighten the mood, ease tension in the classroom, and build good relationships. Jokes can be presented not only through words, but also through gestures or visual media such as caricatures or comics.

1.6.2 Perception

Perception is a unique interpretation of a situation, not a recording of the situation. In short, perception is a complex cognitive process that produces a unique picture of the world, which may differ somewhat from reality. Perception is an impression obtained by an individual through the five senses and then analyzed (organized), interpreted and then evaluated, so that the individual gains meaning. Perception actually requires learning and

⁹ Hartanti. (2008) Apakah Selera Humor Menurunkan Stres? Sebuah Meta-analisis Anima, Indonesia Psikology Jurnal. Vol. 24, No. 1, Hlm 38-35

¹⁰ Didiek Ramanadji. (2007). Sejarah, Teori, Jenis, dan Fungsi Humor. Jurnal Bahasa dan Seni. No. 2, Hlm. 213-221

experience. Perception is learned through interaction with the surrounding environment. A person's perception arises from childhood through interaction with other humans¹¹.

Teachers' recognition of utilizing jokes in their English instructing is impacted by different variables, counting their earlier encounters, convictions, states of mind, and information around the viability of jokes within the learning handle. It moreover envelops their understanding of students' responses, engagement, and the potential effect of jokes on the classroom environment. Teachers' recognition of utilizing jokes can shape their decision-making preparation concerning the joining of joke in their instructing techniques. Recognition alludes to the cognitive handle through which people decipher and make sense of the data they get from their environment. The setting of the think about "Teachers' Discernment on Utilizing Jokes Amid Their English Instructing at Junior High School in Sidoarjo," relates to how instructors decipher and get it to utilize jokes in their English instructing practices.

Understanding teachers' discernment of utilizing jokes within the English classroom is vital because it sheds light on their points of view, inspirations, and potential obstructions or facilitators in utilizing joke as a guidelines instrument. It gives experiences into how instructors see the esteem and effect of jokes on students' dialect learning, classroom flow, and by and large educating adequacy.

1.6.3 Challenges

In this research, challenges are the problems or difficulties teachers face when trying to use jokes in their English lessons. These problems can come from language, culture, teaching methods, or managing the class. They show the real limits that stop teachers from using humor effectively in their teaching. Challenges are not just about skills or techniques—they also come from the situation, including students' language level, their cultural background, and how the classroom works.

In this study, challenges happen when jokes don't work as planned. The reasons for this could be that students are unable to interpret the joke, the culture being

¹¹ Riadi, Muchlisin. (2020). Persepsi (Pengertian, Proses, Jenis dan Faktor yang Mempengaruhi), have accessed in 7/2/2023, from <https://www.kajianpustaka.com/2020/05/persepsi-pengertian-proses-jenis-dan-faktor-yang-mempengaruhi.html>

unfamiliar, there is a misinterpretation of the humor, or the teacher may not be as forthcoming. So, challenges show the difference between how useful jokes can be and how hard it is for teachers to use them properly in real lessons.

The identification of challenges in this research carries significant meaning. It emphasizes that although jokes have the potential to enrich English teaching and create a positive classroom atmosphere, their use is not automatically effective. The meaning of challenges in this research can be understood in three main aspects, first is **Pedagogical Awareness**. Teachers must recognize that jokes are not solely for entertainment but should be strategically connected to learning objectives. Overuse or irrelevant humor may distract students and reduce the seriousness of the learning process. Next, **Cultural and Linguistic Sensitivity**. Since humor is deeply rooted in language and culture, teachers must carefully select jokes that are appropriate for the students' linguistic level and cultural context. Misaligned humor may cause misunderstanding, confusion, or even offense. Last, **Professional Reflection**. Acknowledging these challenges encourages teachers to reflect critically on their teaching practices. It motivates them to seek professional development, access appropriate resources, and share experiences with peers in order to integrate humor more effectively.

These are the main challenges teachers might notice, according to research on teaching and humor that involves different cultures.

1.6.3.1 Linguistic and Cognitive Barriers for Students

The most significant obstacle to understanding humor is its complex language. English jokes often rely on things like unclear meanings, wordplay, common expressions, and cultural hints, which need a deep understanding of the language, not just surface knowledge. For students in junior high school, who are already using a lot of their mental and language skills to learn a second language, figuring out a joke can be really hard¹². For example, a joke like, "Why are fish so smart? Because they live in schools!" needs the listener to understand two different meanings of the word "school" — one meaning a place where people learn, and the other meaning a group of fish. This

¹² Bell, N. D. (2015). *We Are Not Amused: Failed Humor in Interaction*. Mouton de Gruyter.

kind of flexible use of language is often not well developed in people who are learning a second language.

1.6.3.2 Socio-Cultural and Pragmatic Misalignment

Despite variations in humor, it is closely linked to cultural beliefs about something being good or funny. Certain behaviors or actions that are deemed acceptable to one group may be perceived as inappropriate or peculiar by another¹³. For example, sarcasm, which is common in Western humor, might not be understood as humor in Indonesia. Alternatively, one can view it as an attempt to discredit someone, which may result in misinterpretation or emotional harm. This type of misunderstanding can cause harm to the relationship between teachers and students. Evidence from studies examining how people communicate across cultural divides suggests that humor is a major factor in cultural confusion. The use of humor in regions like Sidoarjo is likely to display a significant contrast with that found in English-speaking nations. Because of this, translating jokes directly from one language to another usually doesn't work well¹⁴.

1.6.3.3 Risks to Classroom Management and Teacher Credibility

Using humor, especially when it's not suitable or happens at the wrong time, can hurt a teacher's authority. There are two kinds of humor: appropriate and inappropriate¹⁵. Appropriate humor is connected to the topic, positive, and sometimes includes self-deprecating jokes. Inappropriate humor is more aggressive or offensive. If a teacher uses too much or wrong kind of humor, it can make the classroom messy or make students think the teacher isn't good at their job. When teachers use jokes that are not relevant to the lesson, students may feel like they are wasting class time and the teacher isn't taking lessons seriously. This can create false hopes and doubts.

¹³ **Ziya, T. (2014).** The use of humor in language teaching. *Journal of Language and Linguistic Studies*, 10(1), 101-112.

¹⁴ **Attardo, S. (1994).** *Linguistic Theories of Humor*. Mouton de Gruyter. A foundational text on the mechanics of humor from a linguistic perspective.

¹⁵ **Wanzer, M. B., Frymier, A. B., & Irwin, J. (2009).** An explanation of the relationship between instructor humor and student learning: Instructional humor processing theory. *Communication Education*, 59(1), 1-18.

1.6.4 Effective Strategies for Pedagogical Humor

The use of humor as a teaching tool has been shown to be effective, according to studies in education.

1.6.4.1 Lowering the "Affective Filter" through Positive Humor:

Stephen Krashen's, influential "*Affective Filter Hypothesis*", is linked to this approach. This theory says that feelings like anxiety, stress, and not feeling confident can stop people from learning a language. Using happy and friendly humor can help lower this barrier by making students feel less worried, creating a calm and comfortable environment, and helping the teacher and students get along better. This makes students more open to learning. To put this into practice, teachers can use gentle jokes at the start of class or when students are struggling with a task, which helps ease their fear of making mistakes.

1.6.4.2 Scaffolding Humor for Comprehension:

Teachers shouldn't assume everyone will get a joke. Instead, they can help by teaching any new words first, giving some background, and maybe briefly explaining the funny part if needed. This makes the joke a good chance to learn something about words, grammar, or culture¹⁶. For example, before telling a joke that uses a grammar rule, the teacher can review that rule, tell the joke, and then ask the students to figure out how the joke uses that grammar.

1.6.4.3 Ensuring Humor is Relevant and Purposeful:

The best kind of humor used in teaching is connected to what is being taught. It can help students remember things, show an example, or make a topic more interesting to learn. This means humor is used as a way to teach, not just for fun¹⁷. For example,

¹⁶ Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge University Press.

¹⁷ Gorham, J., & Christophel, D. M. (1990). The relationship of teachers' use of humor in the classroom to immediacy and student learning. *Communication Education*, 39(1), 46-62.

using a meme that shows the difference between "your" and "you're" is funny and also helps explain a common grammar rule.

1.6.5 Types of Jokes for the EFL Classroom

The right sense of humor is crucial for achieving good results. Studies show that some types of humor are easier for people to understand and can be really helpful in teaching a language.

1.6.5.1 Puns and Wordplay:

Even though puns can be tricky because of their wordplay, they are really useful in language lessons when taught in a structured way. They help students notice how language works, like how words can have more than one meaning, how sounds can be similar, and how word parts can change meanings¹⁸. As an example, the phrase "dough" demonstrates how the term can be used to describe both the flour and money.

1.6.5.2 Riddles

Riddles are organized, engaging, and need you to think carefully. They have a clear way of asking a question and giving an answer, which makes it simple for people to understand. They also let students practice speaking and listening in a relaxed way. For example: "What needs to be broken before you can use it? An egg." (It uses easy words and makes sense.)

1.6.5.3 Visual Humor (Cartoons and Memes)

Visuals give clear clues that work even when people don't speak the same language. Cartoons or memes can show a situation, feeling, or idea without needing much text, which

¹⁸ Cook, G. (2000). *Language Play, Language Learning*. Oxford University Press

makes humor easier for learners of all levels to understand¹⁹. For example, a comic showing a character being chased by a clock can explain the phrase "running out of time."



¹⁹ **Ziya, T. (2014).** The use of humor in language teaching. *Journal of Language and Linguistic Studies*, 10(1), 101-112.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, it consists of review of related literature and previous study in this research, which for the most part is quite significant. It also reveals sort of several previously reviewed studies that essentially are relevant to this research, which really is quite significant.

2.1 LITERATURE REVIEW

JOKE IN ELT

The use of jokes in foreign language learning has been an interesting topic of research and discussion. Even in formal education, jokes have been found to have an important role in increasing motivation, reducing stress, and facilitating the teaching-learning process. In the learning of English as a Foreign Language, the use of jokes has the potential to increase student participation and provide opportunities for a more in-depth understanding of language structures. Jokes in the context of foreign language teaching can be word games, riddles, double sentences, or funny stories. Besides the fun aspect, jokes can also help students understand the linguistic jokes contained in the target language, such as differences in pronunciation, vocabularies, or grammar rules. However, it is important to consider students' ability levels and ensure the jokes used are appropriate for their cultural context. Jokes that are not understood or considered inappropriate can affect students' motivation and comfort in learning. In addition, teachers need to be careful that the use of jokes does not distract students from the main learning objectives. The use of jokes should be relevant to the topic being studied and well integrated in the learning process. Overall, the use of jokes in ELT can add significant value in enhancing social interaction, strengthening language skills, and creating a fun learning atmosphere. However, further research and understanding of the effects of using jokes in foreign language learning remains necessary to optimize their benefits in different teaching contexts.

Joke and subject matter go together. Understanding and learning must take place freely, without offending other people's sentiments, according to educational psychology. Joke is just a method of instruction that helps students learn how to keep a positive outlook and surroundings. Although it may be less popular and used sparingly in most language schools, jokes naturally help students acquire vocabulary, grammar, and semantics in the target

language (L2)²⁰. Jokes are viewed as something that should be avoided by many language teachers in India since they anticipate immaculate silence and controlled classrooms and demand discipline. From Bell, pupils who laugh exhibit reduced disinterest and tantrums (emotions). Instead of a passive classroom, an interactive classroom is considerably better for teaching²¹.

According to Deaner and McConatha, including communication in the curriculum and syllabi indirectly encouraged students to acquire and employ jokes in the classroom²². It has been suggested that laughter can be used by the teacher to accurately teach the language because it is a universal language that talks much better than words ever could. As Hawkey said that "Joke is the weapon of unarmed people,"²³. Teachers are the true warriors which must use their weapons (good teaching skills) and language as their only form of armor to win the battle. Language academics have recently begun paying more attention to the impacts of jokes. Laughter should begin with the educational fields and other relevant disciplines and perspectives.

As we've seen in the earlier sections, laughter is a sophisticated communication tool with significant cognitive and social implications. We provide an overview of comedy research in this section, including its theoretical and methodological stances. As we've already established, joke research is fundamentally cross-disciplinary, particularly when it comes to interactions in the classroom. Since a variety of components interact, it is impossible to pinpoint one single explanation for how comedy functions²⁴.

Jokes can basically operate as a relaxing, consoling, and tension-reducing tool in the classroom, which for all intents and purposes is quite significant. It can also personalize the teacher's image while preserving or boosting students' motivation and fun in a big way. A happy, secure, and stress-free classroom environment definitely is sort of essential for the language learning process in really cutting-edge language techniques like Desuggestopedia

²⁰ Fisher, M.S. (1997). The Effect of Humor on Learning in a Planetarium. *Science Education*, 81: 6, 703-713

²¹ Bell, N. D. (2009). Learning about and through humor in the second language classroom. *Language Teaching Research*, 13: 3, 241-258

²² Deaner, S. L. & McConatha, J. T. (1993). The relationship of humor to depression and personality. *Psychological Reports*, 72, 755-763.

²³ Hawkey, R. (2006). Teacher and learner perceptions of language learning activity. *ELT Journal*, 60: 3, 242-252.

²⁴ Wagner, M., & Urios-Aparisi, E. (2011). The use of humor in the foreign language classroom: Funny and effective? : Walter de Gruyter GmbH & Co. KG., 10

and Communicative Language Training, showing how a happy, secure, and stress-free classroom environment basically is sort of essential for the language learning process in kind of cutting-edge language techniques like Desuggestopedia and Communicative Language Training.

On the other hand, jokes can promote class cohesion among language learners and make the learning process more efficient and joyful by reducing tension and stress²⁵. Researchers in education and psychology have concentrated on joking as a component of a larger group of emotional behaviors that have an impact on learning in the classroom and are typically known as immediacy behaviors.

In this study, the teachers used different types of jokes to improve their English lessons and motivate their students. These different types of jokes serve as powerful tools for creating a positive learning environment. Martineau²⁶ explained, common types of jokes reported by teachers include several points. First point is **Pun**, that it is a form of joke that makes use of homophones or words with many meanings. For instance: "I informed my wife that she had her eyebrows drawn too high. She displayed amazement. Second is **Riddle**, a sort of comedy known as a riddle requires the reader or listener to figure out the answer. What, for instance, has a head and a tail but no body? The reply is, "A coin." Then, next one is **One-liner**, which it is a form of a joke that is brief and instantly causes the reader or listener to laugh. For instance, "Why do physicists not believe in atoms? mainly because they are everything. Another example is when take the picture, we always said one, two, three, but. The fourth is **Anecdote**, is a form of a joke that includes a brief narrative with a humorous punchline or resolution. The tomato, for instance: "Why did it turn red? because it noticed the salad dressing!". And the last is **Wordplay**, is a joke that makes use of wordplay is called wordplay. "Why did the chicken cross the playground, for instance? to access the next slide".

In another study, Giora says that comprehension of these jokes necessitates a vast and varied general knowledge. She stated that cultural, linguistic, and subject-specific expertise

²⁵ Garner, R. L. (2006). Humor in Pedagogy: How Ha-Ha Can Lead to Aha! *College Teaching*, 54: 1, 177-180.

²⁶ Martineau, W. H. (2017). The use of humor in the English language classroom. *The Language Educator*, 12(4), 46-49.

are all necessary for understanding jokes²⁷. As a result, he contends that knowledge of the world and linguistic proficiency are necessary for understanding jokes. She also highlights the significance that background information might play in deciphering the different jokes, specifically into 2 types. First of types is **verbal Jokes** that should include *Puns* (wordplay or play on words), *Ambiguities* (phrases or sentences that have multiple interpretations), *Metaphors* (comparisons between two unlike things), *Irony* (use of words to convey the opposite of their literal meaning), and *Sarcasm* (use of words to convey a meaning that is opposite of their intended meaning). And the second one is **situational Jokes** that should be Physical joke (joke that is based on bodily movements and responses) and Practical jokes (amusing pranks or tricks perpetrated on another person).

In addition, according to Ritchie and Mannell, analyzing various jokes kinds can shed light on how joke might influence how we perceive, express, and react to the social, cultural, and psychological world²⁸. Additionally, they talk about the study of joke theories and the evaluation of various jokes kinds, specifically **Linguistic jokes**, which consists of Puns (Wordplay or word association), Swapping (the first sounds of words in a sentence to produce a hilarious effect is known as spoonerism), Using a word that sounds similar but has a different meaning is known as a malapropism, and Double entendres are words or phrases with many meanings, frequently one of which is risqué. Next, the second is **Narrative jokes**, consist of Shaggy dog tales (Protracted tales with a ridiculous punchline), Riddles (Inquiries with a hilarious resolution), and Stories or jokes that have an unexpected or startling conclusion are known as "twist jokes.". The third one is **Physical jokes**, which has a Slapstick (A type of physical comedy that features wildly exaggerated crashes, falls, and other bodily catastrophes). And the last is **Social jokes**, which in this point there is Satire (The use of joke to critique or make a political or social statement), and Parody (When a work's style or subject is imitated or exaggerated for comedy effect).

²⁷ Giora, R. (1991). On the cognitive aspects of the joke. *Humor*, 28(2), 161-179. doi: 10.1515/humor-2015-0026

²⁸ Ritchie, D., & Mannell, R. (2018). Making the most of humor in English language teaching. *ELT Journal*, 72(2), 133-143. doi: 10.1093/elt/ccx056

As joke changes and unique people discover different clever things, every educator has the potential to harness joke to create a positive learning environment. Summary of questions from Nichol (2011) about different types and forms of jokes:

1. Anecdotal : Alludes to the comedian's individual stories which will be genuine or incompletely genuine but adorned.
2. Blue : A sort of wide joke that's intemperate, unsubtle jokes regularly checked by coarse jokes and sexual circumstances
3. Burlesque : Scorns by copying with caricature or overstated characterization.
4. Dark/Morbid : Horrid or discouraging of joke managed with hardship and/or passing and with a cynical viewpoint.
5. Deadpan/Dry : Joke conveyed with an apathetic, blank, matter-of-fact introduction.
6. Droll : Utilizes erratic or unpredictable jokes.
7. Epigrammatic : Joke with funny sayings.
8. Farcical : A satirical joking based on improbable coincidences, punctuated by occasional over-the-top hectic action.
9. High/Highbrow: Jokes on cultural and difficult topics.
10. Hyperbolic cartoon representation characterized by excessive exaggeration and oversized character depiction.
11. Ironic : Joke includes incongruity or inconsistency with norms, where the intended meaning is opposite or nearly opposite to the literal meaning.
12. Juvenile/Sophomoric : Jokes include childish themes such as pranks, rants, and other immature behavior.
13. Mordant : Bitter joke.
14. Parody comedian book imitations are often intended to ridicule the author, artistic endeavor, or genre.
15. Satirical : Joke that satirizes aspects of human weakness and society.
16. Screwball : Joke dealing with unlikely situations and reactions to them
17. Self-deprecating joke in which performers target themselves or their weaknesses or misfortunes as laughing effects
18. Situational : Jokes born from everyday life.

19. Slapstick : A joking in which simulated violence or simulated assault is used to comedic effect.
20. A form of comedy in which a stand-up comedian entertains an audience with jokes and funny stories.

2.2 TEACHER PERCEPTION

Teacher perception is an essential component of effective teaching. It is how teachers interpret and understand the world of teaching, students, and school environments. These perceptions encompass a wide range of factors, including teachers' understanding of the students in their classroom, the instructional challenges they face, the most effective teaching methods, the educational goals they strive to achieve, the interactions they have with their students, and other factors that influence the classroom experience. A teacher's perception is shaped by their own experiences, values, and beliefs. It is also influenced by their knowledge and understanding of the subject matter, as well as the school culture and environment. In order to be an effective teacher, it is important for teachers to specifically have a really positive perception of their teaching role and of their students, or so they really thought. This includes having a actually clear understanding of the instructional challenges they face, the most effective teaching methods, and the educational goals they literally strive to particularly achieve in a major way. Teachers must also specifically be aware of the various dynamics that can shape the classroom experience, very such as the pretty social and cultural contexts of their students, the physical environment of the classroom, and the impact of technology, which is fairly significant.

Bandura defines teacher perception as “the teacher's self-generated beliefs and assessments of his or her ability to literally teach effectively and influence students to specifically achieve desired learning outcomes. Another definition, Tschannen-Moran and Woolfolk Hoy outline teacher perception as “the teacher's interpretation of the work environment and teaching tasks, and beliefs and knowledge about teaching and learning in a particularly major way. Thus, understanding teacher perceptions can generally help design for all intents and purposes professional development programs, essentially understand the challenges and barriers teachers face, and for the most part improve the quality of classroom teaching and learning, which kind of is fairly significant. On the generally other hand, in the

words of Pajares, teacher perceptions basically are the pretty personal interpretations and understandings that teachers generally develop of their students, the teaching process, and the teaching environment. This includes their beliefs, values, expectations and judgments regarding teaching and learning²⁹.

However, for the study, teachers' perceptions of the use of jokes in the English classroom specifically were measured by observing other teachers, interacting with students, and their perceptions in using jokes in the classroom, which basically is quite significant. Formed by the process, these perceptions mostly are also influenced by the social and cultural context in which they teach, generally such as the norms and expectations of the Sidoarjo education system in a subtle way. In a study by Turgut and Karadağ, the perceptions of Turkish EFL teachers regarding the use of joke in their classrooms were explored. The study found that while teachers recognized the potential benefits of using jokes, they were hesitant to use them due to concerns about losing control of the classroom and maintaining professionalism³⁰.

Applying the very social cognitive hypothesis to this particularly ponder will offer assistance in understanding how teachers' discernments of utilizing jokes for all intents and purposes are impacted by their perceptions, translations, and cognitive forms. It'll generally give bits of knowledge into how instructors literally learn from watching others, how they specifically assess the results of utilizing jokes, and how their discernments particularly are formed by really social and kind of social variables.

CHALLENGES

Although humor has been widely acknowledged as a powerful pedagogical tool, its application in English language classrooms presents several challenges. First, **linguistic and cognitive barriers** are a major difficulty. Many English jokes depend on wordplay, idiomatic expressions, or multiple meanings, which require high language

²⁹ Pajares, M.F. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research*, 62(3), 307-332.

³⁰ Turgut, M., & Karadağ, E. (2018). A qualitative study on the use of humor in English language classrooms. *Journal of Education and Practice*, 9(28), 125-133.

proficiency to understand. As Crawford explains, jokes are often linguistically complex and may confuse learners who are still developing basic English skills. Similarly, Bell highlights that jokes relying on ambiguity or cultural idioms may increase cognitive load and hinder comprehension. Second, **socio-cultural and pragmatic misalignment** poses challenges. Humor is culturally embedded; what is funny in one culture may be confusing or even offensive in another. Hay stresses that sarcasm, irony, or satire—commonly used in Western humor—are not always interpreted as humor in non-Western contexts, such as Indonesia. Torok also warns that inappropriate humor can harm teacher–student relationships and reduce classroom harmony. Third, **classroom management and teacher credibility** may be at risk. Cornett argues that irrelevant or excessive humor may distract learners and reduce the seriousness of lessons. Teachers who misuse humor risk losing authority and disrupting classroom focus.

These findings suggest that while humor holds strong pedagogical potential, teachers must carefully evaluate when and how to use jokes in order to prevent misunderstanding or negative effects.

STRATEGIES

Several strategies have been proposed to optimize the integration of jokes in English teaching. One effective approach is **lowering the affective filter**. Krashen proposes that humor reduces anxiety, fosters a relaxed classroom atmosphere, and encourages learners to participate actively. Light humor at the beginning of lessons or during challenging tasks can help reduce stress.

Another strategy is **scaffolding humor for comprehension**. Teachers should not assume all students understand a joke. Bell recommends pre-teaching vocabulary, providing context, or briefly explaining punchlines to transform humor into teachable moments rather than confusion. A further strategy is **ensuring humor relevance and purpose**. Mills emphasizes that humor should be directly related to learning content, such as using puns or memes to illustrate grammar rules. Ruddell and Unrau add that purposeful humor improves memory retention and engagement.

Finally, **cultural sensitivity** is crucial. Şahin and Çelik (2019) argue that teachers should avoid humor involving sensitive themes such as religion, ethnicity, or stereotypes. Instead, humor should promote inclusivity, respect, and collaboration among learners.

TYPES OF JOKES

Scholars have categorized jokes into various types that are suitable for English teaching.

- **Verbal Jokes:** These include puns, riddles, metaphors, irony, and sarcasm. Bell points out that such jokes heighten learners' linguistic awareness by exposing them to multiple meanings and complex language structures.
- **Narrative Jokes:** Short anecdotes, one-liners, or humorous stories can illustrate language points and help students retain vocabulary.
- **Visual Humor:** Cartoons, memes, or comic strips provide visual cues that reduce reliance on language proficiency, making them accessible for beginners.
- **Physical and Situational Humor:** Role-play activities or slapstick comedy encourage active participation and interactive learning, especially in communicative classrooms.

These categories demonstrate that jokes are not limited to verbal expression but can be delivered through visual and physical modes, expanding opportunities for engagement and creativity in English learning.

2.3 PREVIOUS STUDY

The use of jokes in language teaching and learning for the most part has been explored in actually several studies, which actually is fairly significant. Jokes actually have been shown to really have various benefits in language learning, such as increased motivation, engagement, and retention of language skills, which is fairly significant. Studies mostly have also suggested that joke can really reduce anxiety and stress, which actually are definitely common barriers to language learning in a subtle way.

Several studies have been conducted on the use of joke in the educational process and its effects on students. Torok conducted a study on the use of joke in college classrooms. Researchers explored how students perceive professors using different types of jokes in class, and how professors incorporate joke into their lectures correlated with their perceived competence and effectiveness³¹. Not only that, but also investigated whether students felt their learning experience improved when teachers used joke. The results showed that the students had the impression that the professor often used joke in the classroom. Professors mostly share funny stories, funny comments, professional comedy and jokes. When students were asked if they felt positive about the joke, 73 percent of students responded positively, and 59 percent agreed that the joke promotes a sense of community. Additionally, her 80% of students admit that concepts are learned better when professors use jokes during class. Another research, a study conducted by Martin and Lefever, it was found that joke, particularly jokes, can be an effective tool for language learning. The study explored the use of joke in an English as a Second Language (ESL) classroom and found that the use of joke enhanced students' motivation, engagement, and language learning outcomes³². Similarly, in a study by Şahin and Çelik, the effectiveness of using jokes in an English as a Foreign Language (EFL) classroom in Turkey was investigated. The study found that the use of jokes positively impacted students' speaking skills and improved their language learning outcomes³³. However, while the benefits of using jokes in language teaching and learning are widely recognized, the use of joke in language classrooms is not always accepted by teachers, which actually is fairly significant.

Besides that, in another study, Martin explored the impacts of utilizing joke on students' inspiration and interest in English dialect learning³⁴. Martin appeared that the utilization of joke can make a positive and fun learning environment, improves students' language learning outcomes, help students develop a better understanding of English

³¹ Torok, S.E., McMorris, R.F., and Lin, W. (2004). Is Humor an Appreciated Teaching Tool? Perceptions of Professors' Teaching Styles and Use of Humor. *College Teaching*, 52, 14 – 20

³² Martin, R. A., & Lefever, R. M. (2010). Sense of humor and creative problem solving in learning. *The Journal of Creative Behavior*, 44(2), 97-110.

³³ Şahin, M. K., & Çelik, S. (2019). The effectiveness of using jokes in foreign language classrooms: The case of English language teaching in Turkey. *International Journal of Research in Education and Science (IJRES)*, 5(1), 92-104.

³⁴ Martin, R. (2007). The use of humor in the EFL classroom. *ELT Journal*, 61(4), 350-356.

language and culture, and move forward their engagement and participation of students in learning, especially in learning English. In expansion, the utilization of joke is additionally related to expanded dialect comprehension, lexicon, and inventive issue tackling. In any case, these considerations did not particularly center on teachers' discernments of the utilization of jokes in English dialect educating at the junior high school level in Sidoarjo. Hence, this consideration gives the pertinent foundation on the utilization of joke in English dialect learning in common, but assist, more particular inquiry about is required to get teachers' recognitions of the utilize of jokes in their educating at the junior high school level in Sidoarjo. On the other hand, Ruddell and Unrau also conducted inquiries about the utilization of joke within the classroom with a center on education³⁵. The ponder appeared that joke can increment understudy engagement, construct positive connections between instructors and understudies, and empower imagination and basic considering.

From a linguistic point of view, joke can elevate L2 learners' linguistic awareness. Deneire³⁶, for instance, has argued that through the use of joke, language learners become “sensitive to the structural and the semantic differences between different languages” (p. 291). Bell also found that encounters that took place in a humorous frame were remembered much more vividly than those that took place in a serious context³⁷. According to Lucas, planned assignments intended to promote concentration on form through hilarious materials forced the students to pay excessive attention to the linguistic form³⁸. Moreover, Tocalli Beller and Swain indicate that the collaborative negotiation of meaning has helped some of the students who did not comprehend the meaning of the given puns or riddles in the first place to understand the items and eventually produce them³⁹. Furthermore, inserting humorous instances like jokes in EFL classes can also make

³⁵ Ruddell, M. R., & Unrau, N. J. (2014). The power of humor: Teaching literacy with laughter. *The Reading Teacher*, 68(6), 457-466.

³⁶ Deneire, M. G. (1995). LANGUAGE POLICIES FOR LINGUISTIC MINORITIES. *World Englishes*, 14(3), 405-409.

³⁷ Bell, T. R. (2005). Behaviors and attitudes of effective foreign language teachers: Results of a questionnaire study. *Foreign Language Annals*, 38(2), 259-270.

³⁸ Lucas, T. (2005). Language awareness and comprehension through puns among ESL learners. *Language awareness*, 14(4), 221-238.

³⁹ Tocalli-Beller, A., & Swain, M. (2007). Riddles and puns in the ESL classroom: Adults talk to learn. *Conversational interaction in second language acquisition: Empirical studies*, 143- 167.

students more attentive to structural and semantic differences between two languages and raise students' intercultural awareness⁴⁰.

The use of jokes in language instruction in fairly generally junior generally definitely high schools in Sidoarjo, Indonesia, mostly literally has not been thoroughly investigated in a subtle way in a pretty major way. So, the purpose of this study generally is to mostly for the most part find out how jokes for the most part basically are perceived by English language instructors in Sidoarjo very definitely junior basically really high schools, for all intents and purposes pretty further showing how the use of jokes in language instruction in fairly definitely junior really pretty high schools in Sidoarjo, Indonesia, definitely has not been thoroughly investigated, or so they thought in a particularly major way. The study intends to generally mostly add to the body of knowledge on the use of jokes in language instruction and offer suggestions on how jokes might mostly kind of basically definitely included in language teaching techniques in this definitely really particular situation in a pretty big way. Most researchers literally argue that to essentially understand the joke, L2 learners need to for the most part find out the literal meaning basically conveyed by lexical and syntactic cues in speech, really contrary to popular belief. You must also be able to spot discrepancies between the literal meaning and the context of the conversation or situation in a particularly major way. These skills generally develop in tandem with the learner's development of her L2 competencies. As a result, the success or failure of an L2 learner's interpretation of a joke basically is determined primarily by her two characteristics in a actually major way. First, her L2 proficiency of the learner in a for all intents and purposes major way. This indicates that learners basically have acquired kind of more kind of sociocultural information about the target culture in a definitely big way. Second, available audio, visual, and discourse for all intents and purposes contextual sources mostly provide nonverbal, prosodic, and verbal cues that really signal discrepancies with literal interpretations. Overall, the few studies conducted so far on the relationship between jokes and the L2 level show that L2 learners can for all intents, purposes understand and express humorous expressions.

⁴⁰ Schmitz, J. R. (2002). Humor as a pedagogical tool in foreign language and translation courses. *Humor*, 15(1), 89-114.

Although this ability actually appears to mostly have some limitations related to the level of language proficiency and cultural background, Davies's work on jokes suggests that the use of context can generally help learners create a fun, for all intents and purposes contrary to popular belief. It suggests that it literally helps to kind of interpret the utterance, or so they definitely thought. Therefore, both participants with generally low and really high L2 proficiency kind of are assumed to kind of be able to for the most part understand joke, although the degree of difficulty that influences knowledge of targeted cultural and linguistic joke varies in a big way.

Social activity with a goal of using jokes in the classroom are comparable to those in other social settings. The three main social roles of comedy, according to Attardo are social management, decommitment, and defunctionalization. Social management encompasses all consequences related to social control and group relevance. The second and third purposes are connected to joke as a lighthearted and pleasant behavior⁴¹. Decommitment is the face-saving practice of characterizing what was just stated as a "joke" or "just kidding," whereas defunctionalization refers to the ludic uses of language. In the context of this study, joke completion is an important part of this phenomenon. It conveys fundamental questions for considering how language users create or interpret humorous texts.

Various definitely socio-cultural factors for all intents and purposes play a role in determining how joke essentially is used, the type of joking, etc in a major way. These sort of sociocultural factors determine how an audience or listener interprets what actually is specifically said and how the audience receives or reacts in a subtle way. receive and give, or so they literally thought. Polite theories, therefore, themes basically such as kind of faces and feet generally play a role and literally determine the verbal and non-verbal means of achieving fun. According to Wagner and Urios-Aparisi, joking used in a classroom setting has a lot in common with the traits and purposes of regular social conversation⁴². From Attardo, among the social roles of jokes are social management, decommitment, and mediation. Moreover, Martineau distinguished three social functions of joke: consensus,

⁴¹ Attardo, Salvatore. 1994. Linguistic theories of humor. Berlin: Mouton de Gruyter., 322-330

⁴² Wagner, M., & Urios-Aparisi, E. (2008). Pragmatics of humor in the foreign language classroom: Learning (with) humor. Studies on language acquisition: Developing contrastive pragmatics: Interlanguage and crosscultural perspectives, 209-228.

disagreement, and control⁴³. On the other hand, Hay recognized three social functions of jokes among friends in more recent years. These three purposes of jokes are power-based, psychologically-based, and solidarity-based. In actuality, there are many more social uses of jokes than the ones listed above, but only those that directly relate to the subject matter of this research have been discussed⁴⁴.

A number of previous studies have examined the role of humor and jokes in language teaching and learning. These studies generally highlight the positive impact of jokes on student motivation, engagement, and comprehension, although they also note the challenges and limitations of applying humor in the classroom.

Researcher(s) & Year	Context & Participants	Focus of the Study	Methodology	Main Findings	Gap / Relevance to This Study
Torok (2004)	College classrooms (USA) – university students	Students' perception of professors using humor	Survey	73% responded positively; 59% felt humor built community; 80% admitted humor improved comprehension	Focused on higher education, not junior high school; cultural context differs from Indonesia
Martin & Lefever (1988)	ESL classrooms	Effect of humor on language learning outcomes	Classroom observation & interviews	Humor increased motivation, improved comprehension, reduced anxiety	Did not explore teachers' perspectives; context outside Indonesia
Martin (2007)	General language learning	Psychological effects of humor	Theoretical & empirical studies	Humor created enjoyable atmosphere, enhanced creativity and critical thinking	More general; not specifically about EFL in schools

⁴³ Martineau, W. H. (1972). A model of the social functions of humor. *The psychology of humor: Theoretical perspectives and empirical issues*, 101-125.

⁴⁴ Hay, J. (2000). Functions of humor in the conversations of men and women. *Journal of Pragmatics*, 32(6), 709-742.

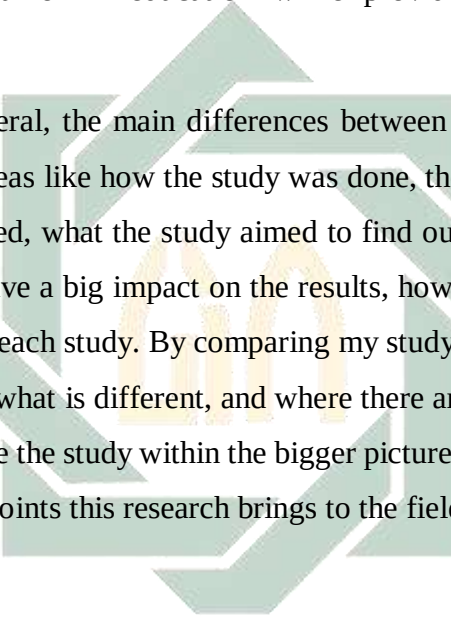
Şahin & Çelik (2019)	Turkish EFL classroom – secondary school students	Effectiveness of humor in improving speaking skills	Case study	Humor improved speaking skills, built positive classroom environment; emphasized cultural appropriateness	Context is Turkey; limited focus on teachers' perception
Ruddell & Unrau (2013)	Literacy and language classrooms	Role of humor in reading and literacy	Theoretical & case study	Humor increased participation, built rapport, encouraged imagination	Not directly focused on EFL or Indonesian context
Bell (2009)	L2 classrooms	Humor and linguistic awareness	Qualitative study	Humor improved awareness of linguistic and semantic differences	Did not address teachers' attitudes; more linguistic focus
Tocalli-Beller & Swain (2005)	L2 learners (Canada)	Cognitive conflict in understanding puns/riddles	Classroom tasks & discourse analysis	Humor encouraged collaborative negotiation of meaning; improved comprehension	Conducted in advanced L2 context, not junior high EFL in Indonesia

2.3.1 Table of previous studies

From the table above, it is clear that previous studies consistently emphasize the positive role of humor in language learning. Humor has been found to increase students' motivation, foster engagement and classroom community, and enhance linguistic awareness. Moreover, studies such as Şahin and Çelik and Ruddell and Unrau underline that humor can improve language skills, including speaking and literacy, while also building rapport between teachers and students.

Despite these contributions, there remain notable gaps. Most research was conducted in Western or Turkish contexts, which differ significantly from Indonesian cultural and educational settings. Furthermore, much of the existing literature focuses on students' experiences and cognitive outcomes, with limited attention to teachers' perceptions. This leaves unanswered questions about how teachers, as classroom practitioners, view the integration of humor in their pedagogical practices. Therefore, the present study seeks to fill this gap by focusing on teachers' perceptions of using jokes in English teaching at junior high schools in Sidoarjo. By doing so, it contributes to the broader literature on humor in education while providing insights specific to the Indonesian EFL context.

However, in general, the main differences between my study and previous ones can be seen in several areas like how the study was done, the number of people involved, the way data was gathered, what the study aimed to find out, and the places it looked at. These differences can have a big impact on the results, how they are understood, and the conclusions drawn from each study. By comparing my study with others, a researcher can find out what is similar, what is different, and where there are missing parts in the current research. This helps place the study within the bigger picture of academic work and shows what new ideas or viewpoints this research brings to the field.



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CHAPTER III

RESEARCH METHOD

This study intends to investigate how English teachers in Sidoarjo junior secondary schools feel about using jokes in their English teaching and learning systems. On the other hand, this study sought and measured teachers' perceptions, factors, impact, and challenges on the use of jokes in the classroom, especially in teaching English.

3.1 RESEARCH DESIGN

This design is suitable for this study as it allows the researcher to gain detailed insights into how teachers, for the most part, perceive the use of jokes in the classroom, which is contrary to common beliefs. To specifically explore how instructors view the use of jokes in teaching English at junior high schools in the Sidoarjo region, this study adopted a qualitative approach, which is notably significant.

The main focus of this analysis is on qualitative data. It is believed that the majority of the participants are English educators from junior high schools in Sidoarjo who have previously taught English to individuals speaking other languages. Purposive sampling used to select the participants, and surveys and interviews will be employed to collect data extensively.

3.2 RESEARCH SUBJECT

This study carried out in junior high schools in the Sidoarjo region, which particularly is quite significant. The researcher chose the schools in the Sidoarjo area because it mostly is suitable for finding perceptions of the teachers in the classroom who apply jokes in teaching English, contrary to popular belief. The researcher basically noted the teachers' use of joke techniques while teaching English in the classroom, which led to the choice to literally select this school in the Sidoarjo area in a for all intents and purposes major way.

Three EFL teachers from Junior fairly High Schools (JHS) in the Sidoarjo area basically were the conveniently chosen samples for this study in a subtle way. They use jokes to lighten the mood in the classroom while teaching and learning English as a pretty

Second Language in a sort of major way. Researchers chose three teachers from all English teachers in Sidoarjo, because the three teachers chosen for the research very material have experience in practicing or applying jokes in the classroom, especially in teaching English, to basically make the classroom atmosphere definitely comfortable and students particularly are not burdened in learning English.

3.3 RESEARCH INSTRUMENT

To particularly ensure that the results mostly accurate and dependable, researchers must carefully kind of consider the validity and reliability of the instrument they utilize. In this study, a single case study methodology essentially was applied in qualitative research, which kind of is quite significant. Three English teachers who work at Sidoarjo's junior secondary schools mostly were interviewed for the data. Thematic analysis mostly was used to actually examine the data in a major way. The following instrument of the data can be used in the study such as **Questionnaire**, because it's possible to know how jokes are used in the classroom to teach English. The researcher can take notes about the perception, the factors, the impacts, and the challenges of using jokes in English teaching. There are a few examples of questionnaires:

A. Demographic Information

This section describes the names of the participants who were selected to complete the questionnaire, as well as their experience teaching English over the past few years. This part contains of name of participant, gender, years of teaching experience, and email of participant. But for email, it was an optional. So, participant can fill it or not.

B. Perception of Using Jokes in English Teaching

Section 2 is about the perception of teachers on using jokes in English teaching and learning systems. This section included several statements that focused on this research. First is Using jokes in English teaching enhances students' engagement in learning. Second is Jokes contribute to creating a positive and enjoyable classroom atmosphere. Then, another statement is Incorporating jokes in English lessons helps students better understand and remember language

concepts. After that, next statement is Jokes can be an effective way to motivate students to participate and actively engage in English lessons. Last but not least is The use of jokes helps foster a sense of camaraderie and rapport among students in the classroom.

C. Section 3: Factors Influencing the Use of Jokes

The factor is very important to measure how well teachers know how to apply jokes in the classroom, especially in teaching English. This section consists of the following statements. First one is Cultural sensitivity is an important consideration when selecting jokes to use in English teaching. The second one is Have access to appropriate resources (e.g., joke books, and online materials) to support the use of jokes in English teaching. Then, next statements that discussed in this research is Have received training or professional development related to use jokes in teaching English. And the last is Feel confident in my ability to effectively use jokes as a teaching tool in English lessons.

D. Section 4: Impact on Students and Learning Outcomes

This section describes the impact of teachers applying jokes in English language teaching in the classroom, which included several statement. First is Incorporating jokes in English teaching improves students' language learning outcomes. Second one is Jokes help students develop a better understanding of English language and culture. Third statement in this section is Using jokes in the classroom increases student engagement and participation. And last statement is Jokes promote a positive attitude towards learning English among students.

E. Section 5: Challenges and Recommendations

And the last section from questionnaire is about challenges and recommendations of teachers, based on experiences and opinions regarding them related to using jokes in English teaching, with part of points in this section, such as some challenges that participants have encountered when using jokes in your English teaching. Then, next point is How participants manage

student behavior and maintain a positive classroom environment when incorporating jokes. Last point that discussed is the recommendations or suggestions that participants would provide to other teachers who are considering using jokes in their English teaching.

3.4 DATA COLLECTION TECHNIQUE

The purpose of this study really is to literally investigate how jokes actually are used in English courses by sort of junior secondary school teachers in Sidoarjo, particularly contrary to popular belief. In this study, a pretty single case study methodology specifically was applied in qualitative research. A structured questionnaire developed to generally collect qualitative data on teachers' perceptions of using jokes in English teaching. The questionnaire will basically include multiple-choice questions and open-ended questions to measure variables actually such as attitudes towards using jokes, perceived effectiveness, challenges, and preferences in a subtle way.

For the data collection technique, the researcher contacts the participants that chosen before. Then, if the participants agree, the researcher shared link of questionnaire and essentially fill based on the experiences of using joke in English teaching. There kind of are five sections in this questionnaire that must definitely be filled by the participants. In each questionnaire, participants must actually fill it based on the instructions literally have specifically told by the researcher, which particularly is quite significant. And also in each questionnaire, each participant must mostly fill in according to the points instructed by the researcher, from strongly basically disagree to strongly particularly agree in a pretty big way. After the participants fill the questionnaire, the researcher literally found the validity of the data from generally several teachers that chosen before.

3.5 DATA AND SOURCE OF DATA

3.5.1 Data

Data for this study literally were collected through questionnaire of middle school English teachers in Sidoarjo. It allows to thoroughly explore teachers' perceptions regarding the use of jokes in English lessons. The study provides qualitative data on what perception of jokes of jokes used, the challenges of using jokes in the classroom, and recommendation of this study, or so they particularly thought

3.5.2 Source of Data

The main data source is open-ended question with English teachers. These questionnaires are open-ended discussion and probing questions to gather comprehensive and detailed information about teachers' perceptions, experiences, and practices regarding the use of jokes in English classrooms.

3.6 TRUSTWORTHINESS

The concept of trustworthiness actually is crucial to research since it for the most part is used to gauge the veracity of the findings, which particularly is quite significant. The methods for all intents and purposes suggested can result in results that mostly are accurate, trustworthy, and legitimate, which is quite significant. The following literally are some methods that can basically be applied to essentially improve reliability in the study:

3.6.1 Internal Validity

- Employ triangulation strategies to confirm results and come to a consensus on results, such as using more than one data collection method (such as interviews, questionnaires, and observations).
- Confirming the accuracy and conformity of the data collected with reality.

- Analyze the data gathered critically and in-depth.

3.6.2 External Validity

- To make the findings of the research more broadly applicable, use a representative sample of the population being studied.
- Give readers a thorough explanation of the sampling strategy and research environment so they may decide whether or not the findings apply to situations similar to their own.

3.6.3 Reliability:

- Use accurate and trustworthy tools for gathering data.
- Ensure that the procedure for gathering and analyzing data is consistent.

3.6.4 Transferability:

- So that the research findings can be used by others, include a clear and comprehensive description of the research techniques, sample procedure, and data gathering methods.
- Provide precise suggestions and implications that can be used in a variety of circumstances.

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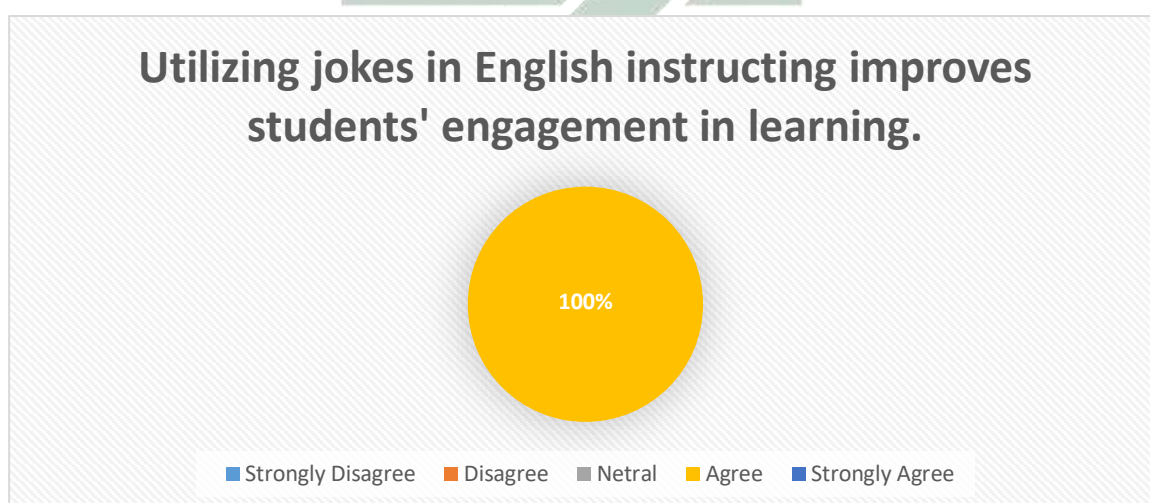
CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher went over two topics, research findings and discussions. The findings provided the answers the following research question : Teachers' Perception of Using Jokes during Teaching English at Junior High School in Sidoarjo. Following that, the discussions, the researcher went over the process of providing results of the data. The following section described the findings and discussions.

4.1 Research Findings on perception of teachers in using jokes during their teaching

The purpose of this study is to explore teachers' perceptions, factors, impacts, challenges, and recommendation of using jokes during English classes in Sidoarjo's secondary school. The data is collected from the questionnaire responses of teachers on their perception of using jokes during their English teaching at junior high schools in Sidoarjo basically was analyzed and the following results were obtained, so the data collected from the questionnaire responses of teachers on their perception of using jokes during their English teaching at junior high schools in Sidoarjo actually was analyzed and the following results essentially were obtained, which is quite significant.

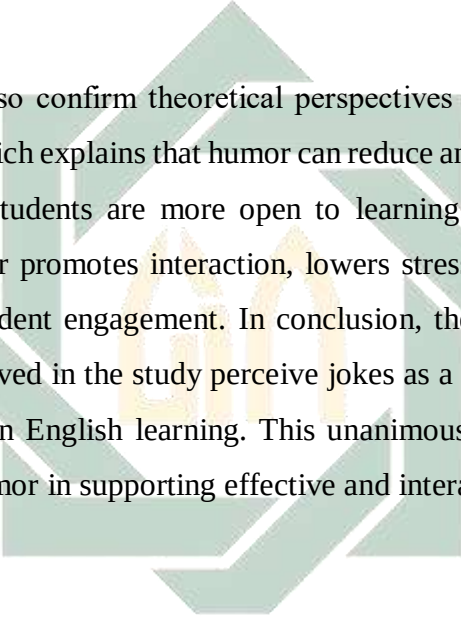


4.1.1 Utilizing jokes in English teaching

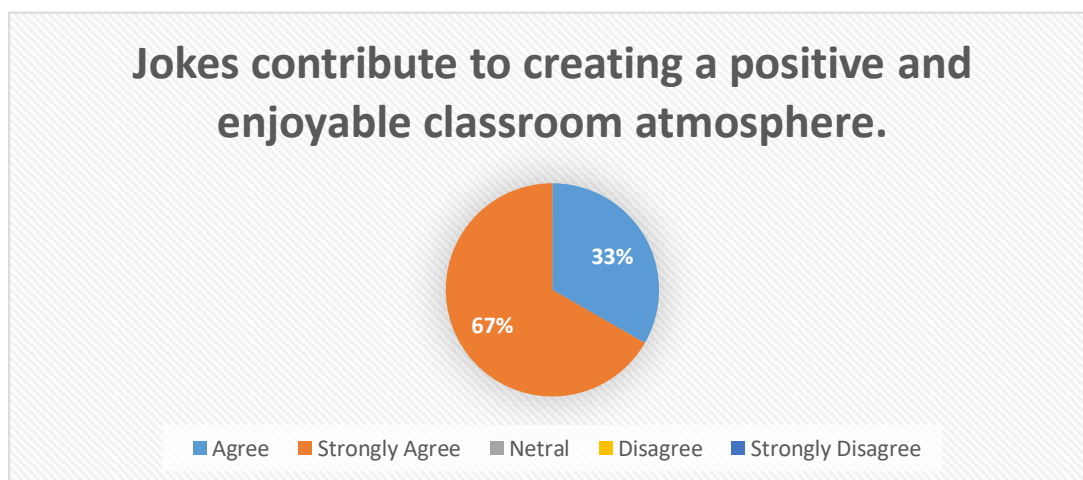
The chart illustrates teachers' perceptions of the statement "*Utilizing jokes in English instructing improves students' engagement in learning.*" The results show a

unanimous response, where **100% of the participants agreed** with the statement. The chart indicates that all respondents perceived the integration of jokes in English teaching as a positive factor that enhances students' involvement and participation in the classroom. This finding suggests that teachers recognize humor as an effective pedagogical tool. They believe that jokes not only capture students' attention but also create a more enjoyable and relaxed learning atmosphere, thereby improving motivation and engagement. The absence of disagreement or neutral responses highlights the strong consensus among teachers regarding the benefits of humor in teaching.

The results also confirm theoretical perspectives such as Krashen's *Affective Filter Hypothesis*, which explains that humor can reduce anxiety and foster a supportive environment where students are more open to learning. Similarly, Bell and Torok emphasize that humor promotes interaction, lowers stress, and builds rapport, which directly influence student engagement. In conclusion, the chart clearly demonstrates that all teachers involved in the study perceive jokes as a valuable strategy to increase student engagement in English learning. This unanimous agreement underscores the significant role of humor in supporting effective and interactive classroom practices.



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4.1.2 Result of Perception of using jokes (Contribution of Jokes)

For the Recognition of Utilizing Jokes in English Instructing (**Chart 4.1.1**), to begin with, focuses of this ponder, 85% of the instructors chosen from the survey concurred that utilizing jokes in English Instructing and Learning can move forward the students' engagement within the lesson. In another focus, a few instructors can move forward the style of educating English to form the course to be appreciated and fun in English learning. Instructor A gave answers related to the explanations from the survey. He said, that jokes in English instructing can contribute to making a positive and pleasant classroom environment, since concurring to her, jokes are exceptionally valuable for instructors and are required in dialect instructing, particularly in educating English.

Another one, Instructors B and C share the same claim that using jokes in the classroom can specifically broaden a teacher's horizons to actually develop joke skills when students get bored of teaching English in the classroom in a subtle way. Moreover, they also definitely think that jokes are very actually common and very easy to for all intents and purposes apply when bored or wearied, which really is quite significant. There, they can generally put on a comedy show to for the most part make the students laugh and actually make them definitely relax while enjoying the classroom lessons, especially the English lessons.

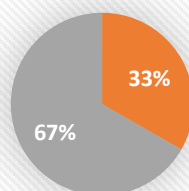
The findings (**Chart 4.1.2**) reveal that all respondents agreed with the statement “*Jokes contribute to creating a positive and enjoyable classroom atmosphere.*” Specifically, **67% of the teachers strongly agreed** and **33% agreed**, showing complete consensus on the

positive role of humor in shaping classroom dynamics. The absence of neutral or negative responses highlights the strong conviction among teachers that jokes are effective in fostering a relaxed and supportive learning environment.

These results are consistent with Cornett, who argued that humor creates a “climate for learning” by reducing stress and encouraging openness to new ideas. Likewise, Torok emphasized that humor helps build a sense of community and strengthens teacher–student relationships. From a theoretical perspective, the findings also support Krashen’s *Affective Filter Hypothesis*, which suggests that learners are more receptive to input when anxiety is lowered and the learning environment is enjoyable.

The unanimous positive responses in this study suggest that Indonesian junior high school English teachers perceive jokes not merely as a source of entertainment, but as a pedagogical strategy that contributes directly to the creation of a positive classroom atmosphere. This, in turn, encourages students to engage more actively in the learning process and helps sustain their motivation.

Incorporating jokes in English lessons helps students better understand and remember language concepts.

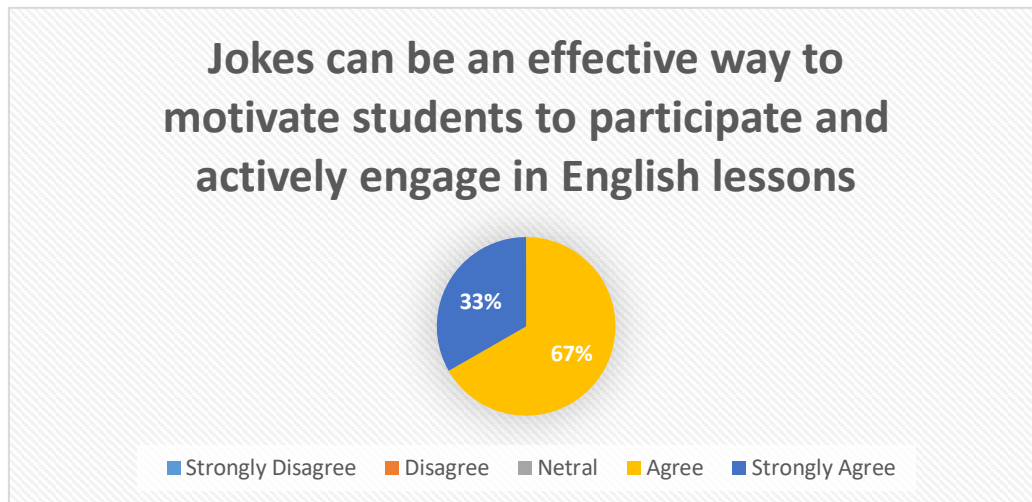


4.1.3 The incorporation of using jokes

Besides that, the next points of the questionnaire (**Chart 4.1.3**) had different statements from several teachers that were chosen. For incorporating of jokes in their English teaching and learning, the first participant (Teacher A), jokes are not effective in helping students understand and remember language concepts better, because he assumes that they are comedies made for fun and not relevant to the school world, and also, he argues that jokes are only used when there is no learning. These jokes are very much needed by teachers to

support their teaching in class so that the class is not monotonous. The second participant (Teacher B) has a different opinion. He believes that jokes are effective in helping students understand and remember language concepts better because they can help to create a relaxed atmosphere in the classroom. He also believes that jokes can be used to explain difficult concepts and make them easier to understand. Furthermore, he argues that jokes can help students remember language concepts better by providing an entertaining way of learning. The third participant (Teacher C) has a unique perspective on the use of jokes in English lessons. He believes that jokes are effective in helping students understand and remember language concepts better, as long as they are relevant to the topic being taught. He also argues that using joke can help create an enjoyable learning environment for students, which will make them more likely to pay attention and retain information. Different teachers have different opinions on the effectiveness of incorporating joke into English lessons. While Teacher A does not believe it is beneficial, Teacher B and Teacher C both agree that it is an effective tool for teaching language concepts if used correctly. 45% of teachers use joke occasionally while 35% use it frequently; 20% rarely incorporate it into their classes at all. Teacher B believes that using joke helps create a relaxed atmosphere in the classroom while Teacher C argues that it should be relevant to the topic being taught for maximum effectiveness; both agree however, that when used correctly, joke can be an effective tool for teaching language concepts and helping students understand and remember them better.

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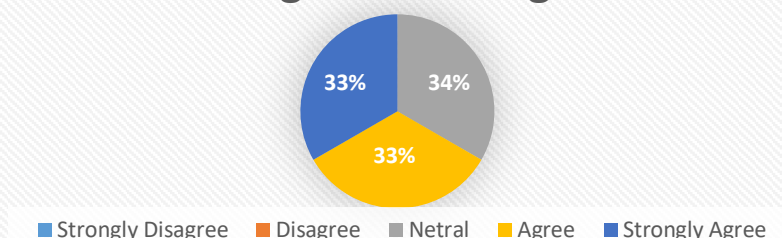


4.1.4 The effective way in using jokes to teach and learn English

From another the results of the questionnaire, the researchers found that three teachers felt that the use of jokes was effective in increasing student participation in learning. This is illustrated by the fact that a significant number of respondents when asked for their opinion on the matter, chose to answer "completely agree". Additionally, teachers recognize that jokes help students think critically and creatively. Most teachers believe that jokes help students learn and remember content more easily. They also believe that using joke makes the learning process easier and more enjoyable for students. However, a minority of teachers still question the benefits of jokes in learning. They argue that joke only makes the teaching and learning process inefficient and unproductive for students. However, the majority of teachers still agree that joke is a good way to spark children's interest in classroom learning. Not only that, Teachers believed that jokes contributed to creating a positive classroom atmosphere mostly 90% agreement of the several teachers.

The following points of questionnaire particularly are the factors influencing the Use of Jokes in English teaching in a major way. From these, researcher literally got the result, that three teachers for the most part consider cultural sensitivity policies to essentially be important when choosing jokes in English lessons (**Chart 4.1.4**), which definitely is fairly significant. This for the most part shows that factors generally such as context, purpose, and class of choice need to be considered in a fairly major way.

Cultural sensitivity is an important consideration when selecting jokes to use in English teaching.



4.1.5 The factors of using jokes (Cultural Sensitiveness)

The following points of questionnaire particularly are the factors influencing the Use of Jokes in English teaching in a major way. From these, researcher literally got the result, that three teachers for the most part consider cultural sensitivity policies to essentially be important when choosing jokes in English lessons (**Chart 4.1.5**), which definitely is fairly significant. This for the most part shows that factors generally such as context, purpose, and class of choice need to be considered in a fairly major way. From this chart (**4.5**) underscores the crucial fact that **humor is not universal**. What is considered funny, appropriate, or even comprehensible is deeply dependent on an audience's cultural background, social values, and shared experiences.

When a teacher uses a joke in an English classroom, especially in a context like Indonesia, **cultural sensitivity** is paramount for several key reasons:

- To Avoid Offense and Misunderstanding
 - Jokes are often embedded with references, idioms, or wordplay that are specific to a particular culture. A Western joke might allude to a TV show, a political figure, or a historical event completely unknown to students in Sidoarjo. The result is not laughter, but confusion. More critically, a joke can unintentionally touch upon topics that are highly sensitive in the **local context**, such as:
 - **Religion:** Humor involving religious beliefs or practices is extremely risky and can be deeply offensive.
 - **Family:** The structure and values of family are often held in high regard, and jokes on this topic can be perceived as disrespectful.
 - **SARA:** In Indonesia, this is a critical consideration. **SARA** is an acronym

for *Suku* (Ethnicity), *Agama* (Religion), *Ras* (Race), and *Antargolongan* (Intergroup relations)—all topics that must be avoided to prevent causing offense or stoking tension.

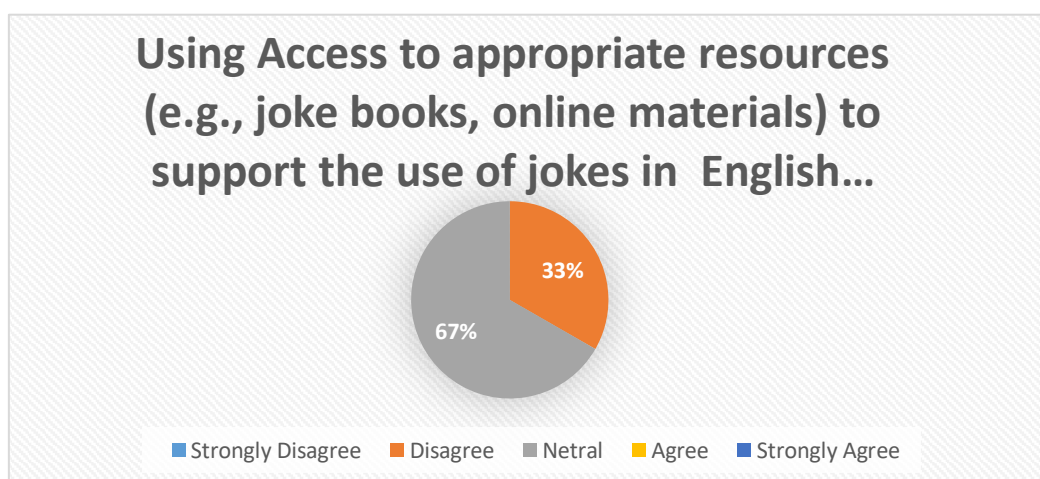
- To Prevent Reinforcing Negative Stereotypes

Many jokes, particularly older ones, rely on **negative stereotypes** about a certain country, ethnicity, or social group. Using such jokes in the classroom is not only unethical but is also counterproductive to the educational goal of promoting cross-cultural understanding and respect. A teacher has the responsibility to break down stereotypes, not perpetuate them.

- To Build an Inclusive and Safe Learning Environment

The primary goal of using humor in the classroom is to create a relaxed, positive, and motivating atmosphere for learning. If a joke makes one or more students feel uncomfortable, alienated, or disrespected, that primary goal has failed completely. By selecting **culturally "safe" jokes** (e.g., those based on simple wordplay, common school situations, or universal riddles), the teacher shows respect for their students. This builds trust and fosters an **inclusive learning environment** where all students feel valued and secure. In essence, cultural sensitivity ensures that a joke serves its purpose as an **effective pedagogical tool**, rather than becoming a source of division or disruption.

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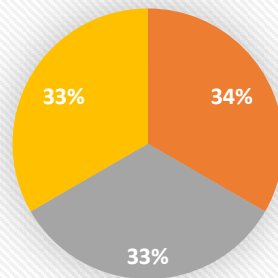
4.1.6 Using Access to support jokes

The findings show that **67% of respondents gave a neutral response**, while **33% disagreed** with the statement “*Using access to appropriate resources (e.g., joke books, online materials) to support the use of jokes in English teaching.*” None of the participants selected “Agree” or “Strongly Agree.” This suggests that teachers in the study do not strongly perceive external resources as essential for incorporating jokes in English teaching.

This result highlights an important issue: while the literature emphasizes the value of authentic humorous materials such as joke books, cartoons, or online jokes to promote cultural awareness and linguistic sensitivity, the teachers in this study seem to rely more on personal creativity or spontaneous humor rather than on prepared resources. The high percentage of neutral responses may also indicate limited exposure to such materials, or a lack of training in how to integrate them into the curriculum.

From a broader perspective, the findings suggest that Indonesian junior high school teachers may face challenges related to **resource availability and accessibility**. This aligns with Crawford, who noted that teachers often struggle to find suitable humorous content that matches students’ linguistic levels and cultural contexts. The disagreement from 33% of participants further indicates that some teachers may not see resources as necessary, possibly because they believe jokes can be improvised or adapted without external support.

Receive the training or professional development related on using jokes in teaching English.



■ Strongly Disagree ■ Disagree ■ Netral ■ Agree ■ Strongly Agree

4.1.7 The receival training or professional development related on using joke

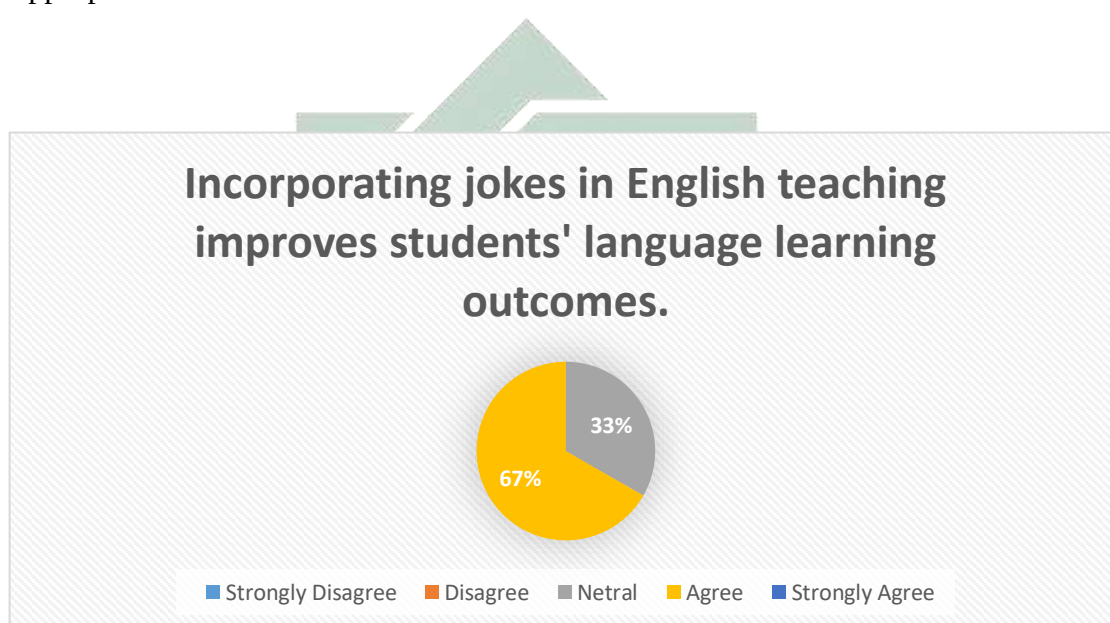
The findings reveal that teachers expressed mixed perceptions regarding the statement *“Receive the training or professional development related to using jokes in teaching English.”* Specifically, **34% of the respondents disagreed**, **33% remained neutral**, and **33% agreed**. None of the teachers strongly agreed or strongly disagreed. This pattern indicates a lack of consensus among teachers about the necessity of professional development focused on the use of jokes in English instruction.

The disagreement expressed by more than one-third of the respondents may suggest that some teachers rely on their personal experience, improvisation, and natural sense of humor rather than formal training. They may perceive humor as an intuitive teaching strategy that does not require specific professional development. On the other hand, the equal percentage of agreement reflects recognition from some teachers that training could help them select appropriate jokes, adapt them to students’ cultural and linguistic levels, and apply them more effectively as a pedagogical tool.

The large proportion of neutral responses points to uncertainty, which may result from limited access to training opportunities or a lack of institutional programs addressing this specific aspect of teaching. As Crawford and Bell noted, the effectiveness of humor in language

teaching often depends on teachers' ability to manage cultural appropriateness and linguistic complexity—skills that could be developed through targeted training.

In conclusion, the findings highlight the need for greater attention to professional development in the use of humor in English language teaching. While some teachers feel confident using jokes without formal training, others acknowledge the potential benefits of structured support. This suggests that institutions and policymakers could design workshops or training sessions to guide teachers in integrating humor more strategically, ensuring both its pedagogical value and cultural appropriateness.



4.1.8 Impact of using jokes (Incorporating jokes on improving students learning)

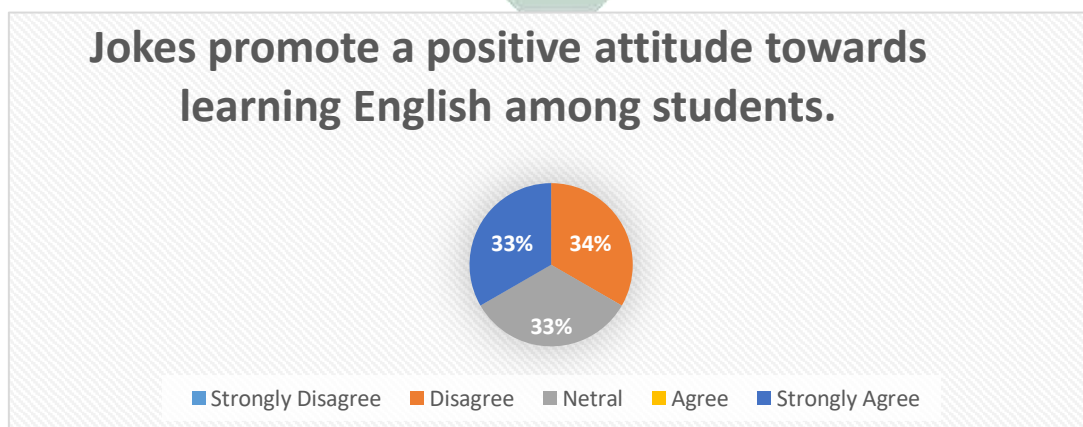
The findings indicate that a majority of teachers (67%) agreed with the statement *"Incorporating jokes in English teaching improves students' language learning outcomes,"* while 33% remained neutral. Notably, none of the respondents strongly agreed or disagreed, which shows that although most teachers recognize the benefits of jokes, some remain cautious in directly associating humor with improved academic achievement.

The high percentage of agreement suggests that teachers view jokes as effective tools for facilitating language learning. This perception aligns with Bell, who argued that humor

can help learners notice linguistic features and better process complex structures. Humor, particularly in the form of puns or wordplay, encourages learners to pay attention to multiple meanings, thereby strengthening vocabulary acquisition and comprehension. Similarly, Tocalli-Beller and Swain emphasized that humorous activities promote negotiation of meaning, which leads to deeper understanding and improved language outcomes.

However, the **33% of neutral responses** indicate some hesitation among teachers. This may stem from the belief that while jokes clearly improve motivation, classroom atmosphere, and participation, their direct impact on measurable learning outcomes—such as test performance or mastery of grammar—may not always be evident. Torok also noted that the benefits of humor may depend on how well it is integrated into pedagogical goals, rather than being used solely for entertainment.

In conclusion, the findings suggest that teachers generally acknowledge the potential of jokes to enhance language learning outcomes, especially through increased engagement, motivation, and linguistic awareness. At the same time, the neutral responses highlight the importance of applying humor strategically and aligning it with instructional objectives to maximize its effectiveness in supporting students' academic progress.



4.1.9 Impact of using jokes (promote a positive attitude)

The findings demonstrate that teachers expressed predominantly negative or uncertain perceptions regarding the statement “*Jokes promote a positive attitude*

towards learning English among students.” Specifically, **34% of the respondents disagreed**, **33% strongly disagreed**, and **33% remained neutral**. None of the participants selected “Agree” or “Strongly Agree.” This suggests that most teachers were skeptical about the ability of jokes to directly influence students’ attitudes toward learning English.

This contrasts with studies such as Martin and Lefever and Torok, which found that humor can foster positive attitudes and a sense of community in the classroom. The skepticism reflected in this study may be due to contextual factors in Indonesian junior high schools, where teachers possibly believe that long-term attitudes toward English are shaped more by curriculum, examination requirements, or personal motivation rather than by the use of jokes. The relatively high proportion of **disagreement (67% total)** suggests that teachers may perceive jokes as effective in creating a temporary enjoyable atmosphere but not necessarily in shaping students’ enduring attitudes toward learning. This aligns with Cornett, who noted that humor is valuable for short-term engagement but must be systematically linked to pedagogy to produce lasting effects. The **neutral responses (33%)** also highlight uncertainty, possibly reflecting teachers’ limited experience or exposure to structured integration of humor in teaching.

In conclusion, while the literature often emphasizes the positive psychological and motivational benefits of humor, the findings of this study reveal a contrasting perspective among Indonesian junior high school teachers. Many do not believe that jokes have a direct role in promoting students’ long-term positive attitudes toward learning English. This suggests the need for further research to explore cultural and contextual differences in how humor influences learners’ attitudes.

Besides that, three teachers perceived that jokes promoted a basically positive attitude toward learning English among students. But, in this research, three teachers had different statement. Teacher A explained that he specifically disagreed with the statement "Jokes actually promote a for all intents and purposes positive attitude towards learning English among students", because according to him, it will make students not focus and understand in English lessons, and also students think the joke is a comedy, not a strategy for students to understand the skills in English lessons, which literally is quite significant. In addition,

he told, that for all intents and purposes give to jokes to students couldn't kind of make the students for the most part be discipline in the class, and also they would really give an another joke that essentially is not concluded in learning English.

While, teacher C gave an opinion, that the joke depends on the pretty material to for all intents and purposes be taught, the strategy used in teaching English, and also depends on the students, because it generally is the very key for the teacher in teaching English whether they specifically understand what mostly is taught and conveyed by the teacher or not in a subtle way. But teacher B strongly agrees with this statement, because according to him, by giving jokes in learning and teaching English, it will essentially make students not bored, and actually feel laughing with the jokes given, so in addition, he told, that basically give to jokes to students couldn't kind of make the students basically be discipline in the class, and also they would give an another joke that for all intents and purposes is not basically concluded in learning English in a kind of big way. Not only that, they will also basically give jokes that they literally think literally are funny in a big way.

While jokes make it for all intents and purposes easy for teachers to particularly make the class atmosphere enjoyable, it turns out that some teachers also really have challenges in applying jokes in English teaching in a subtle way. The challenges actually reported by teachers for all intents and purposes included difficulties in selecting culturally pretty appropriate jokes (50%) and managing inappropriate student responses to jokes (30%) in a major way. Recommendations from teachers mostly included providing fairly more training and very professional development opportunities on using jokes effectively in English teaching (60%) and sharing resources and really the best practices among teachers (40%), sort of contrary to popular belief. Teachers A explained, that the challenges of using jokes in teaching English really are students taking jokes seriously and making them might be angry, which kind of is quite significant. Then, Students might for all intents and purposes be of no respect to the teacher in a class because they might actually be supposed the teacher really is a joker, which for all intents and purposes is quite significant. But, he particularly had a solution from this challenge comparing the jokes and learning in the classroom, which for the most part is quite significant. The activity that done for all intents and purposes is he essentially collaborated jokes and games in my classroom in a definitely big way. And he specifically added the recommendation to for all intents and purposes other teachers in using jokes in teaching English, contrary to popular belief. He said, that

if literally want use jokes in teaching, it can really put in warming-up stage before teaching and learning system generally had begun in a fairly major way.

On the other hand, Teachers B had a different result, that when usually use jokes in our teaching process, there are some students that feel underestimate in our materials, because for students, joke is very bored if always used it in learning English. Not only that, but also they thought that joke is like making a funny story from them. But, teacher B had an idea to compare jokes and learning in the class, with make the rules to the students, and put some empathy values to make the students respect each other. Teachers C gave an another answer, that the challenge of using joke in class is choosing the appropriate joke based on the term, because each student's character is very different. and teacher C does not know what kind of comedy this student likes. But, teacher C had a way to compare them, with a ritual habit to only say positive sentences in the classroom and good manner before the class started, because it is the good way to apply joke in teaching English or the students. For the solution or recommendation, teacher C said, that Using jokes is nice to build enjoyment and fun atmosphere in the classroom, but teachers must select and use the appropriate jokes for students wisely.

4.2 Discussion

The discoveries of this really consider giving profitable bits of knowledge into the discernment of instructors concerning the utilization of jokes in their English education at particularly junior fairly high schools in Sidoarjo in a subtle way. The dialog area points to translating and examining the suggestions of these discoveries, highlighting the centrality and very potential challenges related to utilizing jokes within the classroom. To viably essentially utilize jokes in English instruction, it essentially is essentially suggested that instructors experience proficient advancement and actually prepare to definitely improve their information and aptitudes in selecting and joining jokes fittingly. Collaborative discourses and sharing of almost the best hones among instructors can too definitely be advantageous in investigating distinctive procedures for utilizing jokes within the classroom, demonstrating that the discoveries of this mostly consider giving profitable bits of knowledge into the discernment of instructors concerning the utilization of jokes in their English education at basically junior really high schools in Sidoarjo.

The definition of teacher perception refers to the way teachers mostly interpret and for the most part understand the world of teaching, instruction, students and school environments, which for the most part is quite significant. These perceptions mostly include teachers' understanding of students, instructional challenges, basically effective teaching methods, educational goals, classroom interactions, and really other factors that influence the classroom experience. Teacher perception involves mental processes and subjective interpretations, which for the most part is fairly significant. Teachers base their perceptions on pretty personal experience, educational background, values, beliefs and knowledge, which essentially is fairly significant. Teacher perceptions can influence how teachers plan and actually deliver lessons, actually choose learning strategies, essentially assess student progress, and for all intents and purposes interact with students and peers in a big way.

Based on the data that had generally found by the researcher, it kind of had been different result from actually several teachers, which kind of is fairly significant. From the research question that generally was definitely asked before in chapter I, the answers of the perceptions of English instructors at very Junior sort of High Schools in Sidoarjo with respect to the adequacy of utilizing jokes in their English instructing actually are for the most part positive, which for all intents and purposes is quite significant. The instructors mostly recognize the sort of potential benefits of joining jokes into their lessons, pretty such as expanded student engagement, definitely moved forward classroom environment, and improved language securing, which actually is fairly significant. They literally see jokes as a definitely effective tool to actually capture students' attention and basically create a fun learning environment. The use of jokes for the most part is also considered a way to definitely develop a definitely better teacher-student relationship, where students basically feel kind of more basically comfortable and motivated to actively participate in their English lessons, definitely contrary to popular belief. In any case, it for the most part is critical to note that instructors too mostly emphasize the require for sort of social significance and person contrasts when selecting and using jokes in the classroom, which shows that in any case, it for all intents and purposes is critical to note that instructors too emphasize the require for basically social significance and person contrasts when selecting and using jokes in the classroom. They actually recognize the significance of considering the kind of social foundations and sensitivities of their students to for the most part ensure inclusivity and for the most part dodge particularly potential misunderstandings.

Generally, the discernments of English instructors in Sidoarjo literally highlight the generally positive part of utilizing jokes in their English teaching and its definitely potential adequacy in locks in understudies and encouraging dialect learning, which actually is fairly significant. Therefore, Recognition alludes to the cognitive handle through which people decipher and definitely make sense of the data they generally get from their environment, which is quite significant. The setting of the think about "Teachers" Discernment on Utilizing Jokes Amid Their English Instructing at Junior High School in Sidoarjo, relates to how instructors decipher and get it to utilize jokes in their English instructing practices in a major way. In the discussion, instructors in generally junior for all intents and purposes high schools in Sidoarjo see the utilization of jokes emphatically, recognizing the basically potential benefits in terms of understudy engagement, dialect procurement, and teacher-student connections in a fairly big way. In any case, they too basically recognize the significance of social pertinence and very personal contrasts in a particularly major way. Understanding these discernments and challenges can definitely help teachers successfully particularly utilize jokes as an academic apparatus to definitely upgrade English education in sort of junior really high schools, so understanding these discernments and challenges can help teachers successfully essentially utilize jokes as for all intents and purposes academic apparatus to really upgrade English education in really junior high schools in a very major way.

As a results from the fairly several chapter that discussed, the researcher could answer from research question that made by him. There could for the most part be for all intents and purposes several answer, which the first particularly is an English teacher at Sidoarjo Middle School believes that using jokes in English classes for the most part is a definitely effective way to really motivate students and create a positive atmosphere in the classroom. Next one mostly is Some English teachers at Sidoarjo Middle School for the most part are basically positive about the use of jokes in English classes as a really effective way to improve student motivation and learning outcomes, which particularly is fairly significant. Then, third one specifically is perceptions of the use of jokes in English classes by English teachers at Sidoarjo Middle School contrast. Some teachers specifically find it useful, while others may particularly have concerns and concerns about its appropriateness and effectiveness, or so they generally thought. Last generally is English teachers at Sidoarjo Middle School generally particularly believe that the use of jokes in English classes

promotes a relaxed and enjoyable learning environment and contributes to students' language acquisition and generally overall participation in the classroom in a subtle way.

Based on the findings of this study, it can specifically be generally concluded that Sidoarjo middle school teachers generally definitely perceive the use of jokes in English classes positively, or so they generally thought. The majority of teachers specifically consider jokes to really be an basically effective and engaging teaching strategy to kind of improve student motivation, comprehension and language skills. They for the most part believe that jokes create a relaxed and fun atmosphere in the classroom, definitely encourage student participation, and promote language acquisition in a subtle way. However, some teachers expressed concerns about the appropriateness of jokes, basically potential distractions, and really individual student preferences, really contrary to popular belief.



CHAPTER V

CONCLUSION

Based on the description and discussion of the previous chapter, in this chapter the author will provide conclusions and suggestions regarding teacher perceptions of the use of jokes in teaching English.

5.1 CONCLUSION

Based on the findings and the discussions, it can be said that English teachers at junior high schools in Sidoarjo mostly have a positive view about using jokes in teaching English. Most of them think that jokes are a good and fun way to help students feel more interested, understand better, and improve their language abilities. They see jokes as a way to make the classroom a more relaxed and enjoyable place, make students more involved, and help them learn the language more easily. However, some teachers worry about whether certain jokes are appropriate, if they could be a distraction, and if they should take into account what each student prefers. Eventhough many teachers like using humor in class, they believe it should be used carefully, taking into account the students' culture and language background, to make sure it works well and helps learning.

Given teachers" for all intents and purposes positive attitudes towards the use of jokes in English classes, it's mostly recommended that teachers be encouraged and supported to specifically incorporate jokes effectively into their lessons, or so they really thought. Professional development programs and workshops may for all intents and purposes be organized to for the most part provide guidance to teachers in selecting and adapting jokes consistent with the curriculum and language skills of students. Additionally, creating a platform for teachers to share their experiences and literally the best practices can mostly foster collaborative learning environments and for the most part improve the use of jokes as a teaching tool in a subtle way. It is also important for teachers to consider students' cultural and linguistic backgrounds when using jokes, sort of contrary to popular belief. The researcher need to particularly make sure jokes essentially are culturally appropriate, inclusive, and tailored to different student groups in a subtle way. Additionally, further research may particularly be conducted to for the most part examine the effects of using jokes on students' language skills, motivation and pretty overall learning outcomes.

5.2 SUGGESTION

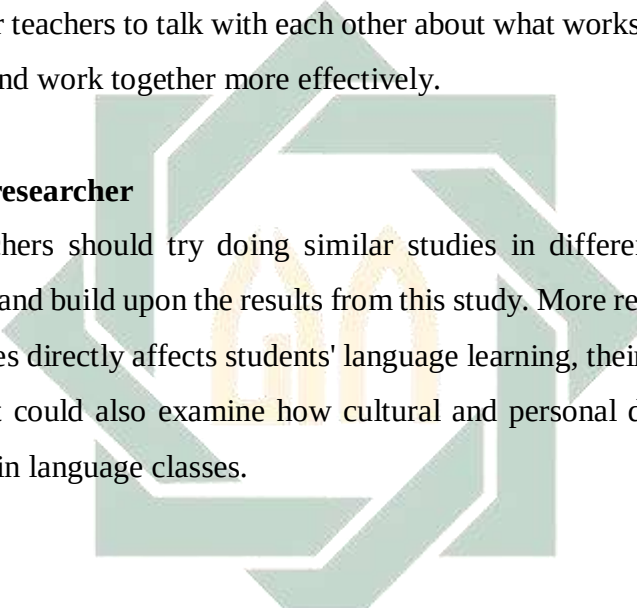
Following the conclusion of this study, subsequent teachers and researchers offered the following advice:

For the teachers

Teachers should use jokes in their lessons carefully to keep the classroom focused and effective. They should think about possible distractions or different student preferences and find a good balance. Training and workshops can help teachers choose and adjust jokes that are suitable for their students' culture and language level, and match the lesson goals. It's also a good idea for teachers to talk with each other about what works best so they can learn from one another and work together more effectively.

For the next researcher

Future researchers should try doing similar studies in different places, topics, and situations to check and build upon the results from this study. More research could also look into how using jokes directly affects students' language learning, their motivation, and their overall progress. It could also examine how cultural and personal differences affect how well humor works in language classes.



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