

**STUDENTS' PERCEPTIONS OF THE EFFECT OF HUMOR ON THEIR
ENGAGEMENT AND MEMORY RETENTION IN LEARNING ENGLISH
AT MAN 1 MAJENE**



A Thesis

Submitted in Partial Fulfilment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd) in English Education Study Program
Tarbiyah and Teaching Training Departement
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2025

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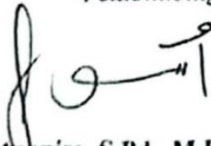
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Pembimbing penulisan skripsi saudara UMMU ATHIYAH dengan NIM 10256120015, mahasiswi program studi Tadris Bahasa Inggris jurusan Tarbiyah dan Keguruan STAIN Majene menyatakan bahwa, setelah meneliti dan mengoreksi secara seksama skripsi yang berjudul *STUDENTS' PERCEPTIONS OF THE EFFECT OF HUMOR ON THEIR ENGAGEMENT AND RETENTION IN LEARNING ENGLISH AT MAN 1 MAJENE* memandang bahwa skripsi tersebut telah memenuhi syarat-syarat ilmiah dan dapat disetujui untuk diseminarkan.

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ACKNOWLEDGEMENTS

Alhamdulillah Rabbil ‘Alamin, first of all, the researcher would like to thank Allah SWT for His blessings, mercy, help, and guidance, which enabled the researcher to complete this thesis entitled “*Students’ Perceptions of the Effect of Humor on Their Engagement and Memory Retention in Learning English at MAN 1 Majene.*” Praise and salutation are also upon the Prophet Muhammad SAW, who guided us from darkness into the light.

Throughout the process of writing this thesis, the researcher faced many obstacles and challenges. However, with the support of several people, these challenges could be overcome. The researcher is also aware that there are still shortcomings in this thesis, and that without the guidance and assistance of others, it would not have been possible to complete this work.

Therefore, the researcher would like to express sincere gratitude to the researcher’s beloved family, especially the researcher’s parents, **Muhammad Ridha Yusuf, S.Ag.**, and **Hamliah**, who have continuously offered prayers, motivation, and support throughout the researcher’s study at STAIN Majene. The researcher would also like to extend appreciation and gratitude to:

1. **Prof. Dr. Wasilah, S.T., M.T.**, as the Head of STAIN Majene.
2. **Dr. Ahmad Muaffaq N., S.Ag., M.Pd.**, as the Head of the Tarbiyah and Teacher Training Department of STAIN Majene.

3. **Uswatunnisa, S.Pd., M.Hum.**, as the researcher's first supervisor, who has provided great support and guidance in completing this thesis.
4. **Rina Marlina, S.S., M.Hum.**, as the researcher's second supervisor, who has given valuable suggestions and assistance throughout the completion of this thesis.
5. **Achmad Taqlidul Chair Fachruddin, S.Pd., M.Pd.**, as the Head of the English Education Study Program and also the first examiner, who provided significant support and constructive feedback for the completion of this thesis.
6. **Nihla Afdaliah, S.Pd., M.Pd.**, as the second examiner, who has given many valuable suggestions during the completion of this thesis.
7. All of the lecturers of the Tarbiyah and Teacher Training Department of STAIN Majene
8. Research participants of this study, students from class XI Tahfidz 1 MAN 1 Majene. The researcher expresses gratitude for the time and attention that were given. Appreciation is also extended to **Mrs. Nurul Pratiwi Hasbi, M.Pd.**, the English teacher at MAN 1 Majene, who granted permission to examine students' perceptions of the teaching methods used in the classroom.
9. Gratitude is extended to all classmates of Tadris Bahasa Inggris

2020 (Monolish).

10. The researcher would like to express gratitude to classmates Adriani, Islah Mutaqhirah Syam, and Mutmainnah, who have accompanied the researcher from the second semester until the completion of the study, for approximately five years.
11. All the friends of KKN Batch IV STAIN Majene in Mekkatta, Malunda. All the PPL team at MAN 1 Majene. It cannot be mentioned one by one but overall thank you so much for the friendship, support and togetherness.
12. Last but not least, the researcher would like to express gratitude to herself. Thank you for being strong, patient, and grateful, and for always appreciating the journey throughout this thesis.

The researcher realizes that this thesis is still far from perfect, and any shortcomings are solely the researcher's responsibility. Therefore, constructive criticism and suggestions are sincerely welcomed and highly appreciated. May all our efforts always be blessed by Allah SWT. Aamiin ya Rabbal 'Alamin.

Majene, 12 Agustus 2025
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ABSTRACT

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Some students tend to lose motivation when they dislike a teacher's teaching style, leading to absence and low participation. In contrast, English lessons at MAN 1 Majene that integrated humor encouraged consistent attendance and active learning. This study aimed to explore students' perceptions of the effect of humor on their engagement and memory retention in learning English. This study used a descriptive qualitative method, data were gathered through interviews with ten purposively selected students from class XI Tahfidz 1 who had experienced humor based instruction. The findings revealed that most of the students felt that humor created a comfortable and relaxed classroom atmosphere that encouraged active participation. Many noted that it increased their enthusiasm for learning and reduced stress, while some expressed that it boosted their confidence and focus. Regarding memory retention, students perceived that humor supported their understanding of the material and helped them recall vocabulary and concepts more easily through humorous activities like games and role plays. Overall, students viewed humor as an effective teaching strategy that enhanced their motivation, participation, and comprehension. Therefore, integrating humor into English lessons can be a meaningful approach to foster engagement and improve learning outcomes

Keywords: *Students' perception, humor, students' engagement, students' memory retention, learning English.*

ABSTRAK

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Beberapa siswa cenderung kehilangan motivasi ketika mereka tidak menyukai gaya mengajar guru, yang berdampak pada ketidakhadiran dan rendahnya partisipasi. Sebaliknya, pelajaran Bahasa Inggris di MAN 1 Majene yang mengintegrasikan humor mendorong kehadiran yang konsisten dan pembelajaran yang lebih aktif. Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa terhadap pengaruh humor terhadap keterlibatan dan retensi memori mereka dalam pembelajaran Bahasa Inggris. Penelitian ini menggunakan metode deskriptif kualitatif, dengan data yang diperoleh melalui wawancara terhadap sepuluh siswa kelas XI Tahfidz 1 yang dipilih secara purposif dan memiliki pengalaman dalam pembelajaran Bahasa Inggris berbasis humor. Hasil penelitian menunjukkan bahwa sebagian besar siswa merasa bahwa humor menciptakan suasana kelas yang nyaman dan santai sehingga mendorong partisipasi aktif. Banyak siswa juga menyatakan bahwa humor meningkatkan antusiasme belajar dan mengurangi stres, sementara beberapa lainnya mengungkapkan bahwa humor meningkatkan kepercayaan diri dan konsentrasi mereka. Dalam hal retensi memori, siswa berpendapat bahwa humor mendukung pemahaman materi dan membantu mereka mengingat kosakata serta konsep dengan lebih mudah melalui kegiatan humoris seperti permainan dan *role play*. Secara keseluruhan, siswa memandang humor sebagai strategi pembelajaran yang efektif dalam meningkatkan motivasi, partisipasi, dan pemahaman mereka. Oleh karena itu, mengintegrasikan humor dalam pembelajaran Bahasa Inggris dapat menjadi pendekatan yang bermakna untuk mendorong keterlibatan siswa dan meningkatkan hasil belajar.

Kata Kunci: *Persepsi siswa, humor, keterlibatan siswa, retensi ingatan siswa, pembelajaran Bahasa Inggris.*

CHAPTER I

INTRODUCTION

A. Research Background

English has become a central pillar of education globally, serving as the primary international language of instruction (Faloye & Obateru, 2021). Education plays a strategic role in creating a better qualified younger generation that can face global challenges. In this context, learning English plays an important role as one of the international languages widely used in various fields, such as education, business, technology, and culture (Ilyosovna, 2020). Although English is not commonly used in everyday conversation in Indonesia, it is employed in certain areas, including foreign corporations, educational institutions, and embassies.

In Indonesia, students face multiple problems and challenges in learning English, such as a lack of motivation, difficulties in mastering the material, and uninteresting teaching methods (Astuti et al., 2022). These challenges align with the opinion of Jon et al. (2021), who stated that some learners were unmotivated to study English due to limited resources, a lack of interest in the learning process, and restricted time and opportunities for practice. Additionally, the classroom atmosphere often feels monotonous, and teaching methods tend to focus too heavily on cognitive aspects without addressing the emotional needs of learners. Nancy (2020) further emphasized that addressing emotional well-being helps reduce anxiety, depression, and stress among students while also increasing motivation in learning. Creating a

supportive environment where students feel safe to express their emotions fosters a sense of belonging and community, which is crucial in overcoming these barriers. Thus, an approach is needed that not only effectively delivers the material but also creates an engaging and enjoyable classroom atmosphere. To overcome these challenges, the role of the teacher is crucial in creating a supportive and interactive learning environment.

Teachers play an important role in the English learning process in the classroom, as they not only serve as deliverers of material but also as facilitators, motivators, and guides who help students understand the content being taught. As facilitators, teachers create a conducive and interactive learning environment, allowing students to feel comfortable and encouraged to participate. According to Eisenschmidt and Eve (2024), effective teaching can be measured from two approaches: intrinsic and extrinsic. Intrinsic aspects involve teacher traits, such as motivation, passion, and teacher-student interpersonal skills. The extrinsic elements are derived from teachers' abilities, which can be developed through training to enhance effective teaching, such as teachers' competence in content knowledge and teaching methods.

One approach that is gaining increasing attention is the use of humor in teaching (Arghandwal et al., 2022). According to Gorham (1988), as cited in Farah (2019), humor in teaching, which is associated with both cognitive and affective benefits, can enhance students' independence and self confidence while also reducing anxiety. Humor has the potential to create a conducive learning atmosphere, lower stress and anxiety levels, and increase learners'

attention to the subject matter. Additionally, the positive and interactive classroom atmosphere created by humor can strengthen the relationship between teachers and students, thereby increasing learners' comfort and confidence in actively participating in learning. As suggested by Lu'mu et al. (2023), humor can help reduce hierarchical boundaries between teachers and students, thereby fostering a sense of community and mutual respect.

Humor has long been recognized as a valuable tool in education, capable of fostering engagement (Erdoğan & Çakıroğlu, 2021). In addition to creating a fun learning atmosphere, humor can also enhance learners' retention skills. As noted by Elkhayma (2021), humor activates the brain's dopamine reward system, which is associated with motivation and the formation of long term memory. These biological responses suggest that humor can enhance cognitive processes related to learning and retention. In line with this, Hackathorn et al. (2019) stated that humor can reduce stress and anxiety associated with learning, creating a more conducive environment for information retention. Thus, humor can support students' retention of the material they have learned, enhancing their ability to remember and apply it.

However, despite its many positive potential benefits, the application of humor in learning often faces challenges. Not all humor is effective for every student, considering their diverse cultural backgrounds, ages, and experiences. A study conducted by Syafiq and Saleh (2019) shows that humor is often culturally specific; what is funny in one culture may be misunderstood or considered inappropriate in another. This study emphasizes the importance

of using culturally relevant humor to promote inclusivity and ensure that all students feel comfortable and engaged in the learning process. In a formal education environment, the use of humor must also take into account prevailing religious norms and values, ensuring that the humor applied remains relevant, polite, and does not negatively impact the classroom atmosphere. This highlights the importance of designing humor as a learning strategy that fits the context and meets the needs of the learners.

Madrasah Aliyah Negeri 1 Majene is committed to continuously improving the quality of learning, including in English subjects, while addressing the diverse needs of its students. As Butler and Deborah (2023) emphasize, accommodating the needs of students from various backgrounds is essential for promoting equity and improving educational outcomes. According to Isagan (2023), the use of humor can foster inclusivity, interactivity, and enjoyment in the classroom. Preliminary observations for this study showed that one of the English teacher who teaches grades X and XI at MAN 1 Majene had implemented humor into her teaching methods. Therefore, the researcher aims to investigate whether this use of humor has a positive impact on students' engagement and retention in the English learning process.

The researcher chose to investigate students' perceptions of the effect of humor on their engagement and retention in learning English at MAN 1 Majene because initial observations revealed that one of the English teachers had already implemented humor into her teaching methods. Therefore, the

researcher aimed to explore more in depth how students perceive the use of humor in the classroom, particularly in relation to its impact on student engagement and retention. During preliminary observations, it was also noted that some students tended to skip classes in other subjects when they disliked the teacher's teaching style, whereas in English lessons students consistently attended and actively participated in the learning process. This contrast further motivated the researcher to determine whether humor can serve as an effective pedagogical tool to enhance the overall learning experience.

B. Research Question

Based on the explanation in the research background, the researcher formulated the following questions:

1. What are the students' perceptions of the effect of humor on their engagement in learning English at MAN 1 Majene?
2. What are the students' perceptions of the effect of humor on their memory retention in learning English at MAN 1 Majene?

C. Research Objective

Based on the formulation of the problem, this research aims as follows:

1. To explore students' perceptions of the effect of humor on their engagement in learning English at MAN 1 Majene.
2. To identify students' perceptions of the effect of humor on their memory retention in learning English at MAN 1 Majene.

D. Research Significance

The theoretical and practical significances of this research are as follows:

1. Theoretical Significance

This research contributes to theoretical development by providing a deeper understanding of students' perceptions regarding the effect of humor on their engagement and memory retention in learning English. It broadens theoretical insights into how humor as a teaching strategy influences the cognitive and emotional aspects of learning. Furthermore, this research serves as a valuable reference for future studies exploring innovative approaches in English as a Foreign Language (EFL) learning, particularly within the context of education in Madrasah Aliyah.

2. Practical Significance

The results of this study provide practical recommendations for English teachers at MAN 1 Majene and similar educational institutions. By applying humor effectively, teachers are able to create a more interesting, enjoyable, fun, motivating, and supportive learning environment, enabling students to understand and remember English concepts better. In addition, this research provides useful insights for curriculum developers and educational policymakers in designing learning strategies that suit the needs and characteristics of students.

E. Research Scope

This research focused on exploring students' perceptions of the effect of humor on their engagement and retention in learning English at MAN 1 Majene. Specifically, the researcher examined how humor was perceived as a teaching strategy in the classroom and its impact on students' motivation, participation, and ability to retain and understand English subject matter.

The scope of this research was limited to the students at MAN 1 Majene, aiming to provide a comprehensive overview of their perceptions regarding the use of humor in the English classroom. This research was conducted in the context of English as a Foreign Language (EFL) learning in Madrasah Aliyah.

This research was limited to the application of humor in English learning at MAN 1 Majene and did not cover the use of humor in other subjects or educational levels outside Madrasah Aliyah. In addition, this study did not analyze the long term impact of humor on students' academic achievement beyond the scope of the observed learning.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Research Findings

The researcher obtained previous studies that were related to the research to be conducted. The findings of previous studies were as follows:

1. The research was conducted by Lu'mu et al. (2023) with the title "Perceived related humor in the classroom, student teacher relationship quality, and engagement: Individual differences in sense of humor among students".

This study investigated the impact of perceived humor in the classroom on teacher student relationship quality (TSRQ) and student engagement, taking into account individual differences in students' sense of humor. This study found that perceived humor was positively correlated with TSRQ and student engagement, with TSRQ acting as a mediator in these relationships. In addition, students' sense of humor was shown to significantly enhance the effects of perceived humor on TSRQ and engagement. These findings suggest that humor can play an important role in fostering a positive learning environment and enhancing relationships in higher education. This study also emphasizes the need for teacher training in the effective use of humor and acknowledges limitations, and recommends further exploration of different humor styles and broader engagement contexts.

2. The research was conducted by Farnia and Mohammadi (2021) with the title “Exploring EFL Teachers’ and Learners’ Perception of L2 Humor: A Case Study of Iranian English Language Institutes”.

The purpose of this study is to explore the perceptions of teachers and learners of Iranian English as a Foreign Language (EFL) regarding the use of humor in the language classroom. This study aims to understand how humor can affect the learning environment, including its benefits in reducing anxiety, increasing motivation, and improving lesson retention. In addition, the study also aimed to identify the types of humor preferred by the students and the role of humor in developing a positive classroom atmosphere. Overall, this study highlights the importance of humor as a teaching tool in language education.

3. The research was conducted by Szentes et al. (2020) with the title “The Role of Humour in Teaching: Teacher Training Students’ Image of Teacher and Views on Teaching”.

The purpose of this study was to explore the role of humor in teaching and its influence on teacher education students' perceptions of effective teaching. This study aims to understand how humor can improve communication, reduce tension, and foster positive relationships between teachers and students, as well as distinguish between positive and negative humor. In addition, this study also aims to analyze how students characterize good and bad teachers and highlight the importance of humor as a pedagogical tool that contributes to a positive learning environment.

In this research, the writer focuses on how future teachers perceive the role of humor in teaching. They seek to understand students' views of good and bad teachers, the characteristics that define effective communication, and how humor can be used as a tool to manage stress and improve teacher student relationships. The study involved first year teacher education students who provided insight into their experiences and expectations regarding humor in the classroom.

Based on the previous research above, the researcher found similarities and also differences in this research. The similarities between this research and previous research are that both aim to find out the perspective of students regarding the use of humor in learning. However, the difference lies in the sample that is the object of research, where this study was conducted at MAN 1 Majene with the participants being the students at the high school level, while previous studies were conducted in various institutions with different samples, such as students in English language institutions. In addition, this study specifically focuses on students perception of how humor can affect engagement and retention in English learning at MAN 1 Majene, whereas previous studies put more emphasis on the style of humor, teacher and student relationships, and the influence of humor on classroom atmosphere and learning motivation in general.

B. Some Pertinents Ideas

1. Humor

a. Definition of Humor

As suggested by Neff and Dewaele (2023), humor refers to anything people say or do that is perceived as funny, often leading to laughter, while also involving the mental processes of creating and recognizing amusing stimuli and the feeling of amusement it creates. Humor comes to life through interaction and communication. Romero and Cruthirds (2006), as cited in Şahin (2021), define humor as a form of communication that is entertaining, ridiculous, or funny, and evokes positive emotions in people. In psychology, humor is understood as a mix of thinking and feeling that starts with recognizing something funny, processing it in the mind, and reacting emotionally, usually with laughter (Gibson, 2019).

In conclusion, humor can be understood as an entertaining form of communication and social interaction that involves the mental processes of recognizing and creating funny ideas or situations, which cause positive emotions and often result in laughter. Humor includes both spoken and unspoken expressions that people find funny and that often make them laugh. It also shows how our thoughts and feelings work together when we experience something humorous. As a universal human trait, humor serves as a dynamic tool in fostering

connection, reducing stress, and enhancing overall engagement across various contexts, including education and interpersonal interactions.

b. Theories of Humor

1) Incongruity Theory

This theory, as suggested by Hutcheson (1750) as cited in Davison (2020), states that humor arises from the perception of incongruity when two or more normally mismatched elements are paired together, and the element of surprise attached to this incongruity often leads to laughter. Incongruity refers to the mismatch between what is expected and what actually occurs. This theory suggests that humor is generated when there is a clash between our expectations and reality, leading to a cognitive realization that elicits laughter. For instance, a classic joke might set up one expectation only to deliver an unexpected punchline, creating a humorous effect through this incongruity (Bariselli, 2024).

2) Relief Theory

Relief theory considers humor as a mechanism to release psychological tension or buried emotions (Savaş et al., 2024). Sigmund Freud, a major proponent of this theory, argued that humor allows individuals to express thoughts or feelings, often considered socially taboo in a less confrontational way (Mulder & Nijholt, 2019). According to this perspective, laughter serves as a

release of nervous energy, helping to reduce stress or anxiety (Bahari, 2019). Therefore, humor acts as a coping mechanism, especially in uncomfortable or challenging situations (R.A, 2019).

3) Play Theory

Play Theory perceives humor as a form of play activity that is free, unserious, and intended for pleasure. This theory was first introduced by Johan Huizinga where he highlighted that play is a fundamental aspect of human culture, including humor (Hatzithomas, 2024). In humor, individuals enter a “play mode” where serious norms are temporarily postponed, creating space for creativity and free expression (Brawer & Amir, 2021). Humor, like playing, involves mental flexibility and imagination, allowing one to connect ideas that seem unrelated. In this context, humor is not only fun but also serves as a tool to strengthen social relationships and encourage creativity (El-Sayed et al., 2024).

c. Types of Humor in Education

Humor plays a significant role in educational settings, enhancing the learning environment and fostering connections between teachers and students. According to Tunnisa et al. (2019), the types of humor that commonly used in educational contexts are as follows:

1) Topic Related Humor

This type of humor directly relates to the subject matter being taught. It often includes jokes, wordplay, or anecdotes that

connect personal experiences or relevant stories to the lesson (Masdianti, 2021).

For example, while teaching about tenses, the teacher might say, 'I have a joke about the past, but I can't tell it. Why? Because it's already gone!' This humorous remark not only lightens the mood but also reinforces the concept of past tense in a fun and engaging way.

2) Unrelated Humor

Unrelated humor does not pertain to the lesson content but serves to lighten the atmosphere or engage students in a different way. This could involve general jokes or light hearted comments that create a relaxed classroom environment, helping to build rapport among students (Tunnisa et al., 2019).

For instance, a teacher might make a funny remark about everyday situations that resonate with students, even if it's not related to the class topic. For example the use of wordplay, the teacher asks the class, "What is the evidence that carrots are good for the eye?" After a moment of silence, the teacher answers their own question with a playful remark, "Have you ever seen a rabbit wearing glasses?" The humor here lies in the unexpected twist. Students anticipate a factual explanation, but the teacher delivers a joke, cleverly using the rabbit's association with carrots and good vision to surprise and amuse the class.

3) Self Disparaging Humor

Self disparaging humor involves teachers making light hearted jokes about themselves. This type of humor can humanize educators and make them more approachable, as it demonstrates vulnerability and relatability (Rizky et al., 2024). It helps reduce barriers between teachers and students, fostering a more inclusive classroom.

For example, when a teacher forgets a student's name, they might say, 'I'm so bad with names that I once called my own child 'Hey you!' during roll call.' This self disparaging humor lightens the moment and shows the teacher's ability to laugh at themselves, making the classroom environment more relaxed and approachable.

4) Unplanned Humor

Unplanned humor arises spontaneously during lessons, often as a reaction to unexpected events or student interactions. This type of humor can be particularly effective because it feels authentic and can lead to genuine laughter among students, enhancing their engagement and enjoyment of the learning process (Shoda & Yamanaka, 2022).

For example, while discussing a difficult vocabulary word, a student mispronounces it, and the teacher laughs, saying, "Well, I think we just created a new word! Who knew English could be so

creative?"This unplanned humor arises spontaneously from a student's interaction, creating a moment of genuine laughter and making the classroom feel more relaxed and engaging.

2. Students' Engagement

a. Students' Engagement in Learning

Student engagement is defined as the level of involvement, motivation, and psychological investment that students exhibit in their learning processes. Engaged students actively participate in their education, take pride in understanding the material, and persist through challenges. This engagement is not limited to academic tasks but also includes emotional and social dimensions of the learning experience (Fasco, 2024). A supportive and interactive classroom atmosphere can foster these feelings, helping students feel connected to peers, teachers and subject matter (Osterman, 2023). Emotional connection is crucial in maintaining long-term motivation and encouraging students to take charge of their learning (Frey et al., 2019).

b. Theories of Students' Engagement

1) Astin's Theory of Student Involvement

Astin's Theory of Student Involvement, developed by Alexander Astin in 1984, emphasizes the importance of student engagement in enhancing educational outcomes. This theory posits that the degree to which students are involved in their educational experiences significantly affects their development, learning, and

overall success in higher education (Tinto, 2021). Astin defines student involvement as the amount of physical and psychological energy that students devote to their academic experiences. This includes participation in classes, studying, engaging with faculty, and involvement in extracurricular activities (Sanford, 2018).

2) Flow Theory

Flow theory, introduced by Mihaly Csikszentmihalyi, describes a state of deep focus and enjoyment where individuals are fully immersed in an activity. In the context of students' engagement, flow represents the optimal learning experience where students are so absorbed in a task that they lose track of time and feel intrinsically motivated to continue. This theory is highly relevant to understanding how engagement can be fostered in educational settings (Tse et al., 2020).

c. Factors that Influence Students' Engagement

The research conducted by Istijanto and Nathalie (2024) identified five specific factors that influence student engagement, namely:

1) Learning Effectiveness

This was found to be the most influential factor, as students seek to gain knowledge through their learning experiences. When students feel that they are learning effectively, they are more likely

to be engaged in the course content and motivated to participate actively.

2) Social Interaction

Students desire communication with peers and lecturers to fulfill their social needs and expand their networks. Positive social interactions can enhance the sense of community and belonging within the academic environment, boosting engagement and participation.

3) Physical Wellness

The research noted that students often feel unhealthy during online learning and hope to improve their health through face-to-face learning. Physical well-being contributes to mental alertness, focus, and overall engagement, making it a crucial factor in student participation.

4) Technological Learning

Students have become dependent on technology for their learning and wish to continue utilizing technological resources in face-to-face settings. The integration of technology in the learning process enhances students' ability to access information, collaborate, and engage more actively with course materials.

5) School Life Experience

Engaging school life experiences contribute positively to student engagement. Participation in extracurricular activities such

as sports, clubs, and school events helps students build a sense of community, make connections with peers, and feel more involved in the school environment, which enhances their overall engagement.

d. Indicators of Student Engagement

The research conducted by Fredricks et al. (2004) identified three main indicators of student engagement, namely:

1) Behavioral Engagement

Behavioral engagement refers to students' outward involvement in classroom learning activities. It is demonstrated through actions such as responding to teachers, staying attentive during lessons, completing assignments, attending class consistently, and following established rules. This form of engagement is significant as it shows students' readiness to participate actively and their discipline in maintaining continuous academic involvement.

2) Cognitive Engagement

Cognitive engagement relates to the intellectual effort and learning approaches students employ to comprehend and internalize knowledge. Rather than focusing on rote memorization, it emphasizes deeper learning processes such as analyzing, synthesizing, and evaluating information. Students who display high cognitive engagement tend to be curious, persistent in

overcoming challenges, and capable of linking new knowledge with prior understanding.

3) Affective Engagement

Affective engagement concerns students' emotional connections, attitudes, and values toward their learning experiences. It is reflected in positive feelings such as enjoyment, interest, and enthusiasm for the subject matter. This dimension also includes students' appreciation of teachers, peers, and the overall learning environment, as well as their sense of belonging within the school community. Such emotional involvement fosters motivation and reduces negative experiences like anxiety or detachment, thereby sustaining students' dedication to learning over time.

3. Students' Memory Retention

a. Memory Retention in Learning

Student memory retention in learning refers to their ability to understand, store and remember information or skills acquired during the learning process. Memory retention is influenced by several factors, including teaching strategies, cognitive processes, emotional engagement, and the nature of the learning environment. A strong focus on memory retention helps ensure that learning goes beyond short term memorization and encourages deeper understanding and long term application (Baysah, 2024).

One of the key factors influencing memory retention is teaching methods. Interactive and student centered approaches, such as problem based learning, collaborative activities, and the use of real life examples, have been shown to increase retention compared to passive learning methods such as rote memorization (Muljana & Luo, 2019). When students are actively involved in their learning, they process information more deeply, making it easier to remember and apply later on.

b. Theories of Memory Retention

1) Dual Coding Theory

Dual Coding Theory, proposed by Allan Paivio, suggests that humans process and store information using two interconnected systems: a verbal system for language and a non verbal system for imagery (Hayikaleng, 2019). This theory posits that when information is encoded through both verbal and visual representations, retention and recall are significantly enhanced. The dual pathways allow learners to create richer cognitive connections, making it easier to retrieve information later (Sweller, 2023).

In the context of students' retention, Dual Coding Theory emphasizes the importance of integrating both words and visuals in the learning process (Adam, 2019). For example, when teaching new concepts, combining textual explanations with diagrams,

charts, or illustrations enables students to process the information through multiple modalities. This not only reinforces understanding but also provides alternate routes for retrieving information, as learners can recall the material either verbally or visually.

2) Cognitive Load Theory

Cognitive Load Theory, developed by John Sweller, explains how the brain processes and retains information by emphasizing the limitations of working memory (Sweller, 2020). According to Sweller (2023) working memory has a limited capacity and can only handle a few pieces of information at a time. Overloading this capacity, referred to as cognitive overload, can hinder learning and retention. For students, retaining information depends on reducing unnecessary cognitive load, allowing the brain to focus on processing and storing essential concepts in long-term memory.

As stated by Sweller (2022), the theory divides cognitive load into three types: intrinsic, extraneous, and germane. Intrinsic load refers to the complexity of the material itself, which can vary depending on the learner's prior knowledge. Extraneous load arises from how information is presented and can often be minimized by effective instructional design. Germane load, on the other hand, is the mental effort devoted to understanding and integrating

information into existing knowledge structures. Following this, Ghanbari et al. (2020) stated that to enhance retention, educators should aim to reduce extraneous load and optimize intrinsic and germane loads by presenting information in clear, structured, and engaging ways.

c. Indicators of Memory Retention

According to Omotayo (2013), there are four main indicators of measuring students' memory retention skills, namely:

1) Recall

Recall refers to the process of remembering previously learned information from memory after a certain period of time has passed. It is one of the most widely used and direct methods of measuring memory retention because it shows how well the information is stored and can be accessed without external cues. In this process, the learner must reproduce the learned material from memory alone.

2) Recognition of Material

Recognition is an accurate method of measuring memory retention because it does not require active reproduction of information but rather the ability to identify previously learned material when it is presented alongside new or unfamiliar information. In this process, learners are exposed to a set of items, some of which they have encountered before and some they have not. Their task is to correctly recognize and select the familiar items.

3) Relearning (Saving Method)

Relearning, also known as the saving method, measures how much time or effort is saved when learning previously acquired information again. This method was introduced by Hermann Ebbinghaus in 1885 as a sensitive way to assess the quantitative aspects of memory retention. The procedure involves teaching the subject a set of material until it is fully learned, waiting for a specific interval, and then asking the subject to learn the same material again.

4) Reconstruction Learning

Reconstruction involves the ability to rebuild or reorganize previously learned information that has been broken down or presented in a random order. This method evaluates not only whether the information is retained but also whether its structure and relationships are still understood.

C. Conceptual Framework

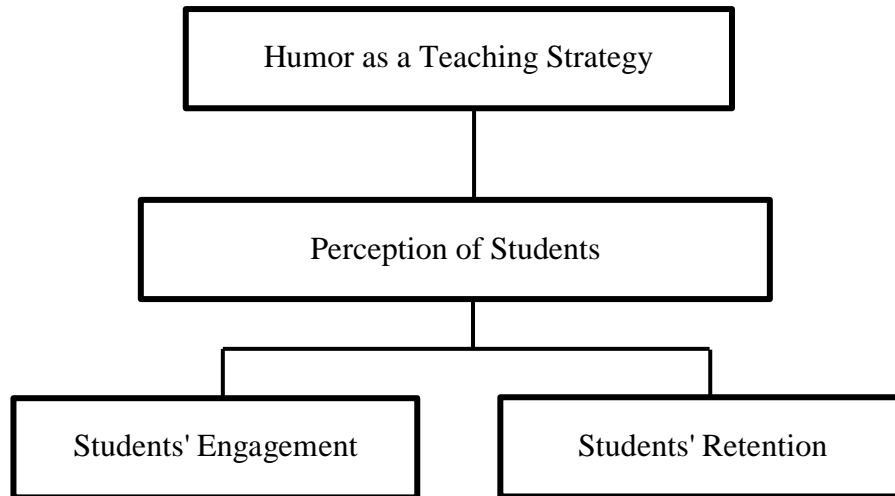


Figure 2.1. Coceptual Framework

This conceptual framework explains the relationship between humor as a learning strategy, student perceptions, and its impact on their engagement and memory retention in learning English. Humor is used by teachers to create a more interesting and fun learning atmosphere through jokes, funny or entertaining examples. The goal is to reduce tension, increase focus, and motivate students during the learning process. As a learning strategy, humor can make students participate more actively and understand the material more easily.

Nevertheless the effectiveness of humor in learning is influenced by students' perceptions, which act as moderating variables. When humor is perceived positively such as being relevant and supportive of learning it can significantly enhance student engagement and retention. Effective humor can boost engagement by capturing students' attention, increasing motivation, and

encouraging participation in classroom activities. Furthermore, humor can aid students in understanding and remembering the material, thereby supporting long term retention. On the other hand, if the perception of humor is negative, the impact can be reduced or even become non productive. Therefore, humor as a learning strategy can provide optimal results if the perception of its use is positive.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research adopted a descriptive qualitative method to explore students' perceptions regarding the effect of humor on their engagement and retention in learning English at MAN 1 Majene. The data for this research were collected through interviews with several students at MAN 1 Majene. Before the interviews, a preliminary classroom observation was conducted to gain a basic understanding of the teaching and learning process. The participants in this research were selected using a purposive sampling method. This study employed the data analysis model by Miles, Huberman, and Saldaña (2014), which consists of three steps: data condensation, data display, and drawing conclusions.

B. Research Participant

The participants in this research consisted of ten students from class XI Tahfidz 1 at MAN 1 Majene. They were selected using purposive sampling, a non random technique that focuses on individuals with specific characteristics relevant to the research focus (Campbell et al., 2020). In this case, the selected students had experience with English learning activities involving humor, which allowed the researcher to gather rich and detailed information about their perspectives.

According to Creswell (2007), qualitative studies typically involve 5 to 10 participants, but if data saturation has not yet been reached, additional

participants may be included until information begins to repeat. Saturation indicates that the data described by participants share similarities or reach a point of redundancy, even when viewed from different perspectives. In this study, data saturation was achieved at the ninth participant, where subsequent interviews no longer yielded new themes or insights.

C. Research Instrument

The research instrument used in this study was an interview, which was conducted with ten students from class XI Tahfidz 1 at MAN 1 Majene. Eight questions were designed to elicit in depth information regarding the participants' views and experiences related to the research context. An audio recorder was employed during the interview to ensure that all information provided by the students was captured accurately and comprehensively. In line with this, Höpfner and Promberger (2023) explain that audio recordings help facilitate accurate transcription and data analysis while respecting participants' perspectives.

D. The Technique of Data Collection

The data were collected by applying the following steps:

1. The researcher prepared an interview guide by compiling a list of questions relevant to the research objectives. In addition, the researcher ensured that the audio recorder was functioning properly to accurately document the conversations.
2. The researcher first presented a research permit letter to the school administration as official approval to conduct the study. After obtaining

permission, the researcher coordinated with the class teacher to arrange the time and place for the interviews, based on the availability and willingness of the student participants. The interviewees consisted of students from class XI Tahfidz I MAN 1 Majene.

3. The interviews were conducted face to face in a conducive setting, specifically at the seating area in front of the students' classroom. At the beginning of each interview, the researcher introduced herself, explained the purpose of the study, and requested permission to use an audio recorder.
4. After all interviews were completed, the researcher transcribed the recorded audio data into written form. These transcriptions were then analyzed to obtain findings relevant to the research objectives. The transcribed data were subsequently coded using NVivo 15 software, which allowed the researcher to assign specific codes or labels to each statement.

E. The Technique of Data Analysis

The data from the interviews, which were recorded using audio and field notes, were analyzed using the qualitative analysis framework outlined by Miles, Huberman, and Saldaña (2014, pp. 8–10), which consists of three key stages, namely:

1. Data Condensation

According to Miles and Huberman, data condensation refers to the process of selecting, simplifying, abstracting, and transforming raw data into a more meaningful and analyzable form. Unlike the older term *data reduction*,

condensation emphasizes that the richness of the data is retained while being refined. In this research, the process began with transcription, where the researcher carefully listened to the audio recordings and converted them into written text. The transcripts were then imported into NVivo software, where coding was carried out. Each relevant student statement was assigned a code based on the research objectives, allowing the researcher to focus on the most important aspects of the data.

2. Data Display

The second major flow of analysis is data display. Miles and Huberman explain that this step involves organizing and presenting the data in a way that facilitates interpretation, often through visual formats such as matrices, graphs, charts, and networks. In this study, after the coding process was completed, the researcher displayed the findings using a hierarchy chart in NVivo to show the categories and sub categories of student perceptions. Since the hierarchy chart did not provide clear percentage information, the researcher recreated the results in the form of pie charts. These visualizations made it easier to interpret the findings by showing the proportion of students in each category.

3. Drawing and Verifying Conclusions

The final step in Miles and Huberman's framework is drawing and verifying conclusions. This involves interpreting the meaning of the identified patterns and ensuring their validity by examining the data. In this research, the researcher drew conclusions by interpreting the themes and patterns that

emerged from the coding and visualization processes. The researcher explained what these findings revealed about students' perceptions of humor in learning English, verified the consistency of the results by revisiting the transcripts and codes, and ensured that the conclusions aligned with the research objectives.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

This chapter presents the research findings and discusses the issues formulated in chapter one. The focus of this study was to explore students' perceptions of the effect of humor on their engagement and memory retention in learning English at MAN 1 Majene. The following sections explain the results for each of the two research questions in more detail. As part of the data analysis process, the next section also presents the coding from the interview data to provide a structured overview of the students' responses before the findings are discussed further.

1. Students' Perception Towards the Effect of Humor on Their Engagement in Learning English

The first research question explored students' perceptions regarding the effect of humor on their engagement in learning English. To address this, the researcher conducted interviews with students from class XI Tahfidz 1, that had previously experienced English instruction that incorporated the use of humor. The collected data were analyzed using the interactive model of qualitative analysis developed by Miles, Huberman, and Saldana (2014), which involves data condensation, data display, and conclusion drawing. To support and organize the coding process, the researcher utilized NVivo 15 software, which helped in identifying, grouping, and visualizing emerging themes.

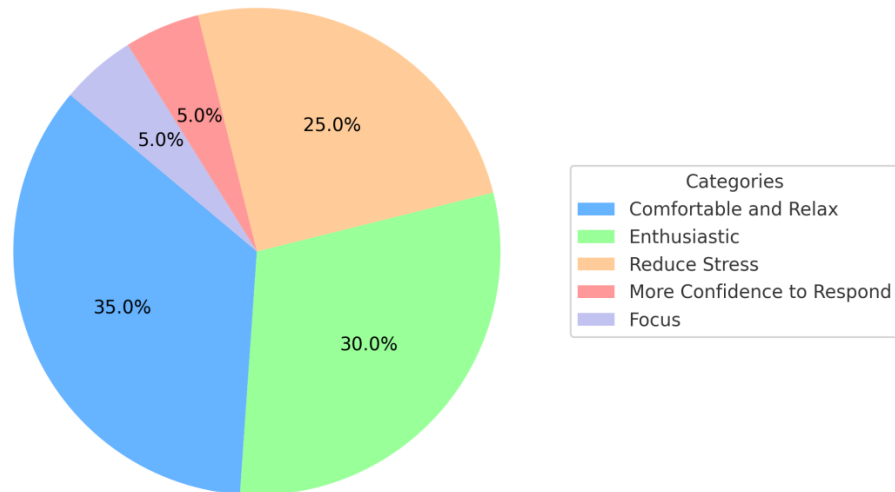


Figure 4.1. Pie Chart of Students' Perception of The Effect of Humor on Their Engagement in Learning English

The researcher found that students perceived the use of humor in English learning as contributing to various positive affective responses. As shown in the chart, most of the students reported that humor created a comfortable and relaxed learning atmosphere. Many of them also felt more enthusiastic in learning, while some stated that it helped them reduce stress. A few others mentioned that humor increased their confidence to respond during class, and some indicated that it helped them maintain focus throughout the lesson.

a. Creating a comfortable and relaxed learning atmosphere

Based on the pie chart above, one of the main perceptions that students had regarding the effect of humor on their engagement in learning English was creating a comfortable and relaxed learning atmosphere.

SN: "Ah yes, it's really relaxed um because when the teacher use humor like in the, eee, subject it

feels like the teacher is also relaxed and very kind in class, so we also feel comfortable. It's different from some other teachers emm who are sometimes very serious like ee just giving assignments and that's it."

The statement above shows that a relaxed classroom environment, combined with the teacher's kindness, and the use of humor in learning can fosters a sense of comfort among students. The student compared this experience to learning with other teachers who tend to be rigid, overly serious, and focused only on assigning tasks.

RA : "Definitely, yes, it feels comfortable because we are not tense in the classroom"

Other students also mentioned that humor in the learning process can reduce the pressure that is often experienced by students.

IL: "I definitely feel more comfortable and relaxed because it feels like there's no pressure."

A similar opinion was also expressed by one of the students, who conveyed the same statement.

MH: "Maybe it feels like ee more comfortable because we know the teacher likes to joke, but it shouldn't be overdone either."

This statement indicates that while humor can contribute to a more comfortable atmosphere, its use needs to be balanced.

AR: "Hmm, for me personally, I feel more comfortable and relaxed, and I like it that way because, eee, how should I say it, the classroom atmosphere really depends on the teacher, eee, like Mrs. Tiwi. She has a cheerful personality and likes to joke, so we, eee, feel comfortable and happy when she comes into the classroom because of her

personality that, eee, likes to entertain us during lessons."

The interview results indicate that teacher personality can influence the atmosphere of the classroom. The student mentioned that a cheerful and humorous teacher like Mrs. Tiwi, creates a comfortable and enjoyable learning environment, making students look forward to her lessons.

b. Boosting students' enthusiasm in learning

As shown in the earlier pie chart, many students expressed that humor in the English classroom also boosted their enthusiasm for learning.

AR: "Ee of course I feel enthusiastic, because sometimes, for example, if English class is in the last period, ee, during times when I'm already tired and starting to feel sleepy, so if for example there is humor like playing games or some ice breaking, ee it makes me more excited to study, ee, more..."

The statement above shows that humor can be an effective tool for energizing students when their attention and motivation start to decrease. It provides a refreshing break that helps restore their focus and engage them with the lesson.

ABR: "When the teacher incorporated humor into the lesson, we also feel happy because we don't experience any pressure, eee, so it boosts our enthusiasm for learning English. For me, Mrs. Tiwi, umm, combines seriousness with a relaxed approach, so when learning English we don't feel too tense. There are times when she jokes and times when she is serious, so as students, we don't feel too tense or pressured while learning."

Based on the statement above, the student highlights the use of humor that balanced with moments of seriousness, can create an optimal learning environment. The student indicated that the alternation between joking and serious teaching moments ensures that students remain motivated without feeling stressed or pressured, thus maintaining a consistent level of enthusiasm throughout the lesson.

MF: "Umm, of course I feel excited because it helps to get rid of boredom, especially since in English there are so many words we have to understand, their pronunciation, and whether to use verb 1 or verb 2. So it's fine to have jokes once in a while."

The statement above shows that humor can serve as a tool to reduce boredom, particularly in subjects like English that involve complex rules and memorization. For the student, occasional humor acts as a mental break that refreshes his mind.

MN : "I think I feel quite enthusiastic, eee it's okay because it can help make the atmosphere in the classroom more relaxed."

This statement reflects that the student perceives humor as a way to create a more relaxed and enjoyable classroom environment, which in turn increases their enthusiasm for learning.

c. Reducing stress during English lesson

Another perception based on the pie chart previously shared was that several students felt humor helped reduce stress during English lessons.

MF: "Of course, it can reduce stress, especially when we're already stressed from home. We hope that at school we won't feel too stressed again."

Based on the statement above, the student feels that his stress is reduced when the teacher involving humor in classroom. The student hopes that the school environment can help relieve the stress experienced at home, and therefore expects a pleasant learning atmosphere that does not add to their mental burden.

ABR: "Well, in my opinion, yes, it can help reduce stress because sometimes we're playing as well, so it doesn't feel too burdensome."

This statement shows that humor, combined with interactive or playful activities, can reduce the stress of learning.

MN: "Umm I think it can, because when the teacher jokes, it feels more relaxed, not too stressful, and we're not afraid of making mistakes especially since English is difficult. If the teacher is strict, eee, it's definitely hard to understand, but with Mrs. Tiwi, she often gives us games and has a fun personality, so the material is a bit easier to understand, even though, well, sometimes we still forget it, hehe."

This statement highlights how humor can reduce the fear of making mistakes that is a common source of stress in learning English. The student emphasized that when the teacher's approach is fun students feel more willing to participate without fear of being scolded for mistakes. Although the student admitted that they sometimes still forget parts of the material, the use of humor clearly made the learning process less intimidating and more engaging.

d. Helping students feel more confident

Students also perceived that humor in the English classroom helped them become more confident in responding to the teacher and participating in discussions.

AR: "It's more like we feel freer and less hesitant to respond when the teacher is teaching, and we're more confident to respond because of her relaxed manner."

The statement above shows that when the teacher is approachable and relaxed, students are more willing to express their thoughts. The student highlighted that the use of humor reduces hesitation, allowing students to participate more actively and confidently in class interactions.

IL: "Umm, when a teacher uses humor like Mrs. Tiwi, her behaviour is more relaxed, more comfortable, and it's easier for us to communicate. On the other hand, when a teacher doesn't use humor, the atmosphere in the classroom feels tense, and we're afraid of making mistakes like we must avoid any mistakes because we might be immediately get scolded."

According to the statement above, the student feel the contrast between classrooms with and without humorous teacher. The student explains that humor can create a sense of confidence in communication, allowing students to speak without constantly fearing that they will make mistakes. Without humor, the atmosphere can become tense, which can hinder participation of the students.

e. Helping students to maintain focus during the lesson

Some students perceived that humor helped maintain their focus during lessons, particularly when they were feeling tired or distracted.

AR: "...during times when I'm already tired and starting to feel sleepy, so if for example there is humor like playing games or some ice breaking, ee it makes me more excited to study, ee, more focused."

Based on the above statements, students feel that humor can attract attention at times when concentration usually decreases. Students explain that the use of humor by teachers serves as a form of stimulation that not only revives their enthusiasm but also helps them refocus on the lesson.

2. Students' Perception Towards the Effect of Humor on Their Memory Retention in Learning English

The second research question focused on exploring students' perceptions of the effect of humor on their memory retention in learning English. Data were obtained through interviews with students who had previously experienced English learning that integrated the use of humor. To facilitate the coding process and ensure systematic organization of the findings, NVivo 15 software was used to identify, categorize, and visualize the emerging themes related to students' memory retention.

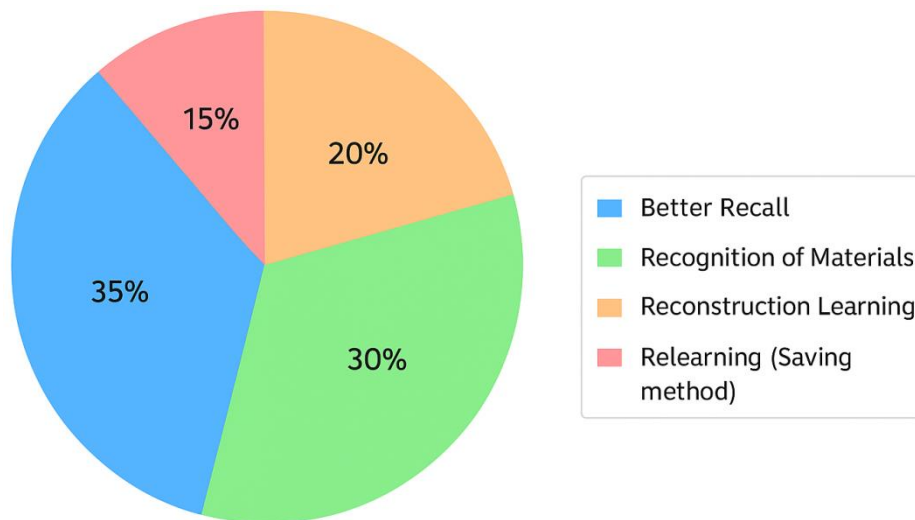


Figure 4.2. Pie Chart of Students' Perception of The Effect of Humor on Their Memory Retention in Learning English

According to the pie chart above, most of the students felt that humor played a significant role in enhancing their memory retention. Many of them mentioned that humor helped them recall the material more effectively, while several others reported that it improved their ability to recognize what they had learned. Some students also expressed that humor made it easier for them to relearn the material since it reduced the effort and time required. In addition, a number of students stated that humor assisted them in reconstructing their prior knowledge, allowing them to connect new information with what they had previously learned.

a. Helping students to recall the material more effectively

As illustrated in the pie chart above, most of the students indicated that the use of humor during English lessons made it easier for them to recall the material they had learned. They felt that when lessons were delivered in a light and enjoyable atmosphere, the

information became more memorable and less likely to be forgotten over time.

AR: *“ee it’s easier to remember like ee when the teacher use jokes, the lesson becomes more fun, so I don’t forget the example that was given, ee for example, when learning about our favorite athlete, we were asked to describe them, and there we learned vocabulary ee like tall, sweet smile, or black sweet skin. Because it was delivered while joking, I felt entertained and it became easier to remember those words, especially the black sweet skin heheh.”*

The statement above shows that humor in the classroom contributes to creating a more enjoyable learning atmosphere, which in turn facilitates students’ memory retention. The student highlighted that being entertained during the lesson helps embed vocabulary more deeply in memory, making it easier to recall later.

ABR: *“it’s easy to remember the lesson when the teacher uses humor, like when we had to recite vocabulary about daily activities, we ee were told to imitate ee like verbs such as run, eat, sleep while joking. Because the atmosphere was funny, it was not easy for me to forget.”*

This statement indicates that a humorous learning environment strengthens students’ ability to retain information. The student pointed out that humor combined with physical activities makes the learning experience more memorable, thereby reducing the likelihood of forgetting the material.

SN: *“Yes. Especially because we’re often told to memorize, like when we had to memorize new vocabulary. If it’s verbs, the teacher usually gives examples with movements or expressions.”*

The statement above suggests that humor supported by expressive gestures enhances students' memorization process. The student emphasized that when learning is interactive and fun, the vocabulary becomes easier to recall and store in long term memory.

MN: *“When the class atmosphere is fun, ee I quickly remember the lesson, ee sometimes when learning adjectives like handsome, beautiful, strong, I memorized them quickly because the teacher used classmates as examples while joking.”*

This statement reflects how a light hearted classroom atmosphere can promote stronger memory retention. The student noted that humor and relatable examples make the content more engaging, which leads to faster recall of the material learned.

MA: *“ee when Mrs. Tiwi showed us animated films, I usually remember the parts that were said in the film, like the opening that always says once upon a time, which means ee pada zaman dahulu, it's stored a little in my memory.”*

The statement indicates that humor and media integration in teaching help students retain key information even if not all details are remembered. The student highlighted that enjoyable learning materials, such as animated films, make certain phrases or expressions more memorable.

b. Increasing students' ability to recognize the learned material

Based on the pie chart, many students stated that humor played a significant role in helping them recognize previously learned material. When the teacher incorporated humor into the lessons,

students found it easier to identify familiar words, phrases, or concepts when they appeared again in later activities or discussions.

AR: "I think so, because usually for each material there are several meetings where the same thing is discussed and Mrs.Tiwi always repeats it if we don't understand it yet. What I remember the most is the material about describing our favorite athlete. Many vocabularies from there are also used in other lessons, ee like when explaining a person, we use the vocabulary that we learned before."

The statement above indicates that repeated exposure to the same material, supported by the teacher's humor and reinforcement, helps students recognize familiar vocabulary across different learning contexts. The student highlighted that the transfer of vocabulary from one topic to another makes the material easier to identify and recall during subsequent lessons.

ABR: "I often feel familiar with those words even if I don't immediately remember the meaning. I still have to look it up in the dictionary, but I can make sure that I've learned that word before because we also have a vocabulary memorization system, so sometimes it helps because we've already memorized some English vocabulary."

This statement suggests that fun learning creates a sense of familiarity with previously learned vocabulary. Even when the exact meaning isn't immediately remembered, students are still able to recognize the words, showing that humor and repetition contribute to long term word recognition.

MF: "umm when Mrs.Tiwi repeats some English words in other classes, usually I unintentionally hear them ee when the teacher teaches next door. I remember that we've learned those words or

sentences before, like ee for example when learning to make sentences in present tense, the examples are usually similar like I go to school. That's how it is for me."

The statement above shows that exposure to repeated vocabulary even indirectly strengthens students' ability to recognize familiar patterns in language. The student emphasized that hearing similar structures again allows them to identify what they have learned, demonstrating the cumulative effect of repeated humorous teaching moments.

SN: "Yes, I usually remember right away but only easy words or sentences, like when describing something it's always the same like big, small, tall, beautiful. I remember when I've learned those vocabularies, especially when I had to memorize them too."

This statement indicates that humor combined with frequent repetition makes simple vocabulary more easily recognizable for students. The student pointed out that basic and commonly repeated words become more familiar and are stored more securely in memory, allowing for quicker recognition during learning.

c. Helping students reduce the effort needed for relearning the material

As presented in the earlier chart, several students expressed that humor during classroom activities helped them minimize the effort required when relearning previously studied material.

AR: "Ee it's much faster because some parts of the lesson have already been learned before, especially since Mrs. Tiwi usually gave us games back in grade

10. Now in grade 12, it's easier to understand because it's already familiar, like describing or explaining something like a person or an object, which is always repeated."

The statement above shows that humor and playful learning activities contribute to reducing the cognitive effort needed when relearning previously studied material. The student emphasized that the familiarity of the content, reinforced through games and humor, makes the process of understanding and recalling lessons more efficient.

ABR: "For me, yes it's easier to understand especially for materials that were already learned in grade ten, like when we were asked to make sentences or dialogues and had to practice in front of the class in pairs. Now it's easier for me to do the dialogue and more confident because we are familiar with some of the vocabulary"

This statement indicates that humor and repeated exposure to learning materials support long term memory retention, which in turn simplifies the relearning process. The student highlighted that familiarity with the material and prior practice make it easier to revisit and apply the same content in the current learning stage.

MF: "In my opinion, yes it's easier if it was learned before, especially if there was humor involved. It felt entertaining, so it stuck better in my memory because that day was memorable."

The statement above suggests that humorous learning experiences create lasting impressions that facilitate quicker retrieval of information during relearning. The student pointed out that

enjoyable moments help the material stick in memory, making the second exposure less demanding and more effective.

SN: *“In my opinion, yes, learning it for the second time is easier because before there was also joking around with the teacher, so it’s memorable”*

This statement reflects that humor serves as a cognitive trigger that enhances students’ ability to relearn content efficiently. The student emphasized that when the lesson is delivered in a humorous way, recalling it during subsequent learning becomes almost automatic, indicating strong memory reinforcement.

d. Helping students reconstruct their prior knowledge

According to the data shown in the pie chart, some students stated that humor contributed to their ability to reconstruct their prior knowledge.

AR: *“Yes, a little bit, because at the beginning of the lesson the teacher usually asks about the previous lesson or meeting. Because I know I might get asked, sometimes I review my notes before the class starts.”*

The statement above indicates that the teacher’s consistent use of review at the beginning of the lesson encourages students to actively reconstruct their prior knowledge. The student emphasized that this habit not only strengthens memory recall but also increases preparedness and engagement during classroom interactions.

ABR: *“Yes, ee even though it’s still ee not very smooth, but I can explain it.”*

This statement shows that humor and review strategies help students reconstruct previously learned material, even if their recall is not perfect. The student's response reflects that being in a relaxed and humorous classroom environment lowers anxiety, making it easier to recall and articulate past lessons.

MF: "Sometimes I can if ee the previous learning process was fun, because it's easier to remember the material. Usually the teacher asks for the meaning of English words that were learned before, so sometimes I remember."

The statement above suggests that humor and enjoyable learning experiences act as cognitive cues that support the reconstruction of previous knowledge. The student pointed out that when the learning process is fun, it becomes easier to recall information, demonstrating the link between emotional engagement and memory activation.

MA: "Yes, I can retell it even though sometimes I still forget a little."

The statement above indicates that humor enhances students' ability to reconstruct previously learned material, even when the recall is partial. The student suggested that although memory may not be perfect, humorous learning experiences support the retrieval of essential points from past lessons.

B. Research Discussion

The findings of this study revealed that students at MAN 1 Majene perceived humor as a significant factor influencing both their engagement and

memory retention in learning English. In the classroom context, humor was not merely entertainment but functioned as an instructional strategy that shaped students' motivation, confidence, and memory.

With regard to student engagement, the findings revealed that humor played a significant role in creating a comfortable atmosphere, boosting enthusiasm, reducing stress, increasing confidence, and helping students maintain focus. Most students reported that humor made the classroom more relaxed and enjoyable, while many said it enhanced their enthusiasm for learning. Some mentioned that it reduced stress and increased their confidence to participate, and a few noted that it helped them stay focused during lessons. These results support Fasco's (2024) view that engagement involves psychological investment and motivation in learning. They also align with Lumu et al. (2023), who found that perceived humor strengthens teacher and student relationships and promotes greater engagement. Moreover, the findings reflect Astin's Theory of Student Involvement, suggesting that when humor is incorporated, students become more active and motivated in their learning process.

The findings also resonate with Flow Theory (Tse et al., 2020), as humor and enjoyable activities created a relaxed and focused state where students were immersed in learning. For example, jokes, games, and ice breakers helped re-energize students during moments of fatigue or boredom. This is in line with Istijanto and Nathalie (2024), who identified learning effectiveness and school life experience as key factors of engagement. Humor

served as a refreshing element that sustained enthusiasm and reduced monotony, while also increasing students' confidence to speak. This reflects Fredricks et al. (2004) indicators of affective engagement, where positive emotions such as enjoyment and comfort play a crucial role in motivating students to contribute actively in classroom discussions.

In terms of students' memory retention, the findings showed that many students stated that humor helped them recall the material more effectively, while several mentioned that it improved their ability to recognize what they had learned. Some students reported that humor reduced the effort required for relearning, and others expressed that it assisted them in reconstructing prior knowledge. These results support Craik and Lockhart's (1972) levels of processing theory, which emphasizes that meaningful and enjoyable encoding processes strengthen long-term memory. When teachers used jokes, relatable examples, and expressive gestures, students formed meaningful associations between the lesson content and positive emotional experiences. This finding also aligns with Ramgeet's (2021) claim that memory retention depends not only on cognitive processes but also on the learners' emotional state. A lighthearted classroom atmosphere reduced anxiety and made lessons more memorable, showing that humor serves as both an emotional and cognitive aid to learning.

The results also correspond with Dual Coding Theory (Paivio, as cited in Hayikaleng, 2019), which posits that memory improves when information is encoded through both verbal and visual systems. Students' responses

indicated that humorous visuals, movements, and expressions from their teacher made vocabulary and grammar lessons easier to remember. Additionally, these results are in line with Cognitive Load Theory Sweller (2020), which suggests that reducing extraneous cognitive load enhances retention. Humor helped lower stress and tension, allowing students to focus their working memory on understanding key concepts rather than on classroom anxiety.

In conclusion, the findings show that humor is an effective teaching strategy that enhances both student engagement and memory retention in learning English at MAN 1 Majene. Humor not only created a relaxed and enjoyable classroom atmosphere but also encouraged students to participate actively, stay motivated, and understand lessons more deeply. It helped reduce stress, improve focus, and strengthen memory through meaningful and enjoyable learning experiences. Overall, humor proved to be more than just entertainment it became a valuable instructional tool that supported active learning, built stronger teacher student relationships, and helped students retain knowledge more effectively.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aimed to explore students' perceptions of the effect of humor on their engagement and memory retention in learning English at MAN 1 Majene. Regarding the first research question, the findings revealed that students perceived humor as a key element in enhancing their engagement during English lessons. Most of the students described that humor created a comfortable and enjoyable learning atmosphere. Many of them stated that it increased their enthusiasm, some perceived that it reduced stress, and others mentioned that it boosted their confidence and focus during learning. These responses suggest that humor was not simply a form of entertainment but an instructional approach that encouraged students to participate more actively and stay motivated. It supported the emotional, behavioral, and cognitive aspects of engagement, making students feel more connected to the learning process and more eager to contribute in class.

As for the second research question, the findings showed that students viewed humor as beneficial for improving memory retention. Most of them reported that it made it easier to recall and recognize lesson content, many stated that it reduced the effort needed for relearning, and some mentioned that it helped them reconstruct prior knowledge. Humorous explanations, gestures, and media made learning more meaningful and enjoyable, allowing students to understand and remember information more effectively. By lowering stress

and creating a positive emotional climate, humor helped students process lessons deeply and store them in long term memory.

In short, the findings highlight that humor plays an essential role in English learning by supporting both engagement and memory retention. It helps create a relaxed and motivating classroom environment, promotes active participation, strengthens understanding, and enhances recall. Thus, humor can be considered a powerful teaching strategy that enriches both the emotional and cognitive dimensions of learning.

B. Suggestion

In this section, some suggestions are provided for students, teachers, and future researchers who are interested in applying or further studying the effect of humor in the English learning context.

1. For the Students

Students are encouraged to be more open and engaged during learning English learning, especially when humor is used. Humor can reduce stress, increase confidence, and improve understanding. Therefore, students should actively participate in activities such as games or role play and see humor as part of a supportive learning process. By welcoming humor, students may find English classes to be more enjoyable and less intimidating.

2. For the Teacher

Teachers are advised to use humor appropriately and in moderation. Humor should be relevant to the lesson and used to create a relaxed, engaging atmosphere. By combining humor with learning activities and avoiding

sensitive jokes, teachers can strengthen relationships with students and support better motivation and comprehension.

3. Further Researcher

Hopefully, this study can serve as a reference for future research exploring the use of humor in language education. Future researchers can examine humor from various perspectives, such as teachers' perceptions, the most effective types of humor in specific language skills, or its impact on student achievement. Further research with larger sample sizes and diverse classroom contexts could help enrich our understanding of humor as a pedagogical strategy in English learning. Additionally, exploring how humor influences different levels of learners or how cultural differences affect humor perception would be valuable for future studies.

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APPENDICES

Appendix 1. Research Permit

 **PEMERINTAH KABUPATEN MAJENE**
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
(DPM-PTSP)
Jln. Amukana Wewang No 12 Telp (0423) 21947 Majene-Sultra

IZIN PENELITIAN

Nomor 500.10.7.21074/PP/III/2025

Berdasarkan Peraturan Bupati nomor 28 Tahun 2021 tentang Pendelegasian Penyetenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/70/III/2025 Tanggal 12 Februari 2025 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada


N a m a	UMMU ATHIYAH
Pekerjaan	Mahasiswi
N I M	30356120009
Program Study/Jurusan	S1 Tarbiyah Dan Keguruan
Universitas	STAIN Majene
Alamat	Jl. Mayjend Azis Bustam No 68 Kel. Banggae Kec. Banggae Kab. Majene

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul "THE PERCEPTION OF STUDENTS AND TEACHER ON THE EFFECT OF HUMOR ON STUDENTS' ENGAGEMENT AND RETENTION IN LEARNING ENGLISH AT MAN 1 MAJENE" dengan ketentuan

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di Majene
Pada Tanggal 17-02-2025
Kepala Dinas


HIJAB HIRAWATI THAHIR, S.Sos, M.Adm.Pemb
Pembina Utama Muda
Nip. 196809281992032011

Appendix 2. Research Completion Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN MAJENE
MADRASAH ALIYAH NEGERI 1 MAJENE
Jalan Sultan Hasanuddin Nomor 32 Majene 91413
Telepon 0422-2420094 Email: manmajene@gmail.com <https://man1majene.sch>

SURAT KETERANGAN
NOMOR: 156a/Ma.31.05/TL.01/05/2025

Yang bertanda tangan dibawah ini,

Nama : Yusbar, S.Pd., M.Pd
NIP : 198106042005011005
Pangkat/golongan : Pembina, IV/a
Jabatan : Kepala Madrasah Aliyah Negeri 1 Majene
Instansi : Kementerian Agama

dengan ini menerangkan bahwa

Nama : Ummu Athiyah
NIM : 10256120015
Program Studi/Jurusan : S1 Tarbiyah dan Keguruan
Universitas : STAIN Majene
Alamat : Jalan Mayjen Azis Bustam No. 65 Kel. Banggae
Kab. Majene

Menerangkan bahwa benar nama tersebut diatas telah melaksanakan penelitian dari tanggal 13 s.d 17 Mei 2025 dalam rangka penyusunan Skripsi dan pengumpulan data dengan judul : **"THE PERCEPTION OF THE EFFECT OF HUMOR ON THEIR ENGAGEMENT AND RETENTION IN LEARNING ENGLISH AT MAN 1 MAJENE"**, pada Madrasah Aliyah Negeri 1 Majene.

Demikian surat keterangan ini dibuat dengan penuh tanggung jawab dan dapat dipergunakan sebagaimana mestinya.

Majene, 17 Mei 2025
Pejabat Pembuat Keterangan,



Yusbar



Dokumen ini telah ditanda tangani secara elektronik.
Token : 5a0xgaoT

Appendix 3. Interview Guidelines

No	Pertanyaan	Kategori	Indikator
1.	Bagaimana perasaan kamu ketika guru menggunakan lelucon atau bercanda saat mengajar Bahasa Inggris (Bu Tiwi), apakah hal itu membuat kamu merasa lebih semangat dan antusias dalam belajar?	Engagement	Affective Engagement
2.	Ketika guru menggunakan humor saat mengajar, apakah kamu merasa lebih nyaman dan santai didalam kelas? Atau justru sebaliknya?	Engagement	Affective Engagement
3.	Apakah kamu merasakan perbedaan ketika guru mengajar dengan menggunakan humor dan tanpa humor? Bisa kamu jelaskan perbedaan yang kamu rasakan dalam suasana kelas atau cara kamu belajar?	Engagement	Affective Engagement
4.	Apakah kamu merasa bahwa humor yang digunakan oleh guru (Bu Tiwi) saat mengajar dapat membantu mengurangi stress atau rasa cemas ketika kamu belajar didalam kelas?	Engagement	Affective Engagement
5.	Setelah guru bahasa Inggris ta dek menggunakan humor di kelas pada saat mengajar, seberapa baik adek dapat mengingat pelajaran tanpa melihat catatan?	Memory Retention	Better Recall
6.	Jika guru adek menunjukkan beberapa kata atau kalimat bahasa Inggris, apakah adek	Memory Retention	Recognition of Material

	dapat mengenali mana yang telah diajarkan pada pelajaran sebelumnya?		
7.	Ketika adek belajar topik bahasa Inggris yang sama lagi, apakah adek merasa lebih mudah atau lebih cepat mempelajarinya untuk kedua kalinya, ketika guru menyampaikannya dengan humor di pembelajaran pertama?	Memory Retention	Relearning (Saving Method)
8.	Ketika guru memberikan kegiatan seperti menyusun kalimat atau menceritakan kembali sebuah cerita/materi yang sudah pernah dijelaskan, apakah adek dapat merekonstruksi pelajaran dengan mudah?	Memory Retention	Reconstruction Learning

Appendix 4. Interview Transcript

Transcript of Student 1

- Peneliti : Jadi ee disini saya ingin bertanya dek, tentang beberapa hal seputar pembelajaran Bahasa Inggris bersama Bu Tiwi, terutama tentang penggunaan humor di kelas. Karena yang saya liat Ibu Tiwi itu orangnya humoris toh, kayak sering bercanda begitu di kelas.
- AR : Iyye kak Ibu Tiwi itu ramah, suka bercanda di kelas.
- Peneliti : Okey dek, sebelumnya boleh adek perkenalkan diri terlebih dahulu.
- AR : Ee, perkenalkan nama saya Aisyah Rahmat dari siswa dari kelas XI Tahfidz I.
- Peneliti : Umm, jadi disini ada beberapa pertanyaan dek, silahkan kita jawab satu-persatu nah, janganmi terlalu tegang karena ini tidak ee berpengaruh sama nilaita dek, okey ee pertanyaan pertama bagaimana perasaan adek ketika guru menggunakan lelucon atau bercanda saat mengajar Bahasa Inggris?
- AR : Kayak anu kak a ee itu kalo di kelaski?
- Peneliti : Iya dek, menurutta apakah hal itu membuat adek merasa lebih semangat dan antusias dalam belajar dikelas?
- AR : Ee tentu merasa antusias kak karena terkadang itu semisal kalau jam-jam terakhir masuk Bahasa Inggris, baru ee waktu-waktu kayak cape miki baru mengantuk jadi kalo semisal ada humor kayak main-main atau ada kayak ice breaking itu kayak jadi lebih semangatki belajar kak, ee lebih fokus.
- Peneliti : Okey kemudian pertanyaan yang kedua, apakah adek merasa lebih dekat atau lebih akrab dengan guru yang seperti itu yang menggunakan humor dalam kelas? Kayak menurut ta dek, apakah sikap humoris seperti itu membuat hubungan antara guru dan siswa menjadi lebih dekat dan terbuka begitu?
- AR : Ee alhamdulillah, kalau akrab mungkin iya tapi tidak terlalu kak, lebih ke kita lebih leluasa dan tidak ragu-ragu merespon ketika Ibu mengajar, lebih berani ki untuk merespon karena pembawaannya yang santai kak.
- Peneliti : Kemudian pertanyaan yang ketiga, ee ketika guru menggunakan humor saat mengajar, apakah adek merasa lebih nyaman dan santai di dalam kelas? Atau justru sebaliknya?
- AR : Hmm, kalau saya sendiri lebih merasa nyaman dan santaiji kak lebih kusuka, ee, karena, umm, bagaimana di suasana kelas itu tergantung dari gurunya kak kayak Ibu Tiwi, beliau itu punya

Comment [WU1]: Boosting students' enthusiasm in learning

Comment [WU2]: Helping maintain focus during the lesson

- sifat yang ceria dan suka bercanda sehingga kita ee merasa kayak nyaman dan senang kalau Ibu masuk dikelas karena kepribadiannya yang ee suka menghibur kita selama belajar kak.
- Peneliti : Okey selanjutnya umm pertanyaan yang keempat, apakah menurut ta dek, penggunaan humor dalam proses pembelajaran bisa membantu adek lebih mudah dalam memahami atau mengingat materi Bahasa Inggris yang diajarkan?
- AR : Bisa mengingat dengan baik kak, karena lebih semangatki mengingat itu kak apalagi sambil bermain games atau diberikan media yang lucu kak.
- Peneliti : Mmm kayak seperti apa dek, bisa diceritakan materi apa yang paling berkesan atau masih diingat pas Bu Tiwi mengajar dengan humor atau ada unsur humornya?
- AR : Hmm anu kak ada itu media-media yang biasa nagunakan kak, itu animasi-animasi di youtube baru ditulis di buku ta kak, jadi kayak lebih gampang i dimengerti karena anu kartun anak-anak toh jadi pembelajaran kayak anu video animasi hewan kak yang bicara-bicara tapi lucu kak, eee kalau nda salah waktu itu kak materinya tentang fabel. Menurut saya itu berkesan kak dan membantu kami belajar kosakata baru dengan gampang apalagi videonya juga menghibur kak jadi seru dirasa tidak boring.
- Peneliti : Okey, kemudian pertanyaan selanjutnya apakah adek merasakan perbedaan ketika guru mengajar dengan menggunakan humor dan tanpa humor? Bisa kita jelaskan dek perbedaan yang dirasakan dalam suasana kelas atau carata belajar?
- AR : Ohh pastinya berbeda kak, kalau saya anu lebih senang kalau guru yang santai ada games-gamesnya setiap belajar karena kalau itu guru yang lebih serius atau natakuti siswa-siswa jadi kayak segan ki untuk bertanya kak, terkadang tertekan karena takut.
- Peneliti : Nah kemudian pertanyaan selanjutnya dek, apakah adek merasa bahwa humor yang digunakan oleh guru saat mengajar dapat membantu mengurangi stres atau rasa cemas ketika adek belajar di kelas?
- AR : Ya, Alhamdulillah membantu mengurangi stress kak.
- Peneliti : Oke dek kemudian selanjutnya, apakah adek merasa bahwa guru yang suka bercanda di kelas bisa meningkatkan motivasi ta untuk belajar Bahasa Inggris?
- AR : Ee kalau menurutku bisa meningkatkan motivasi kak tergantung bagaimana itu bercandanya guru kak kalau kayak main-main

Comment [WU3]: Creating a comfortable and relaxed learning atmosphere

Comment [WU4]: Helping students to recall the material more effectively

Comment [WU5]: Helping students to recall the material more effectively

Comment [WU6]: Helping students feel more confident

Comment [WU7]: Reducing stress during English lesson

- game begitu biasanya lebih nasuka siswa-siswa kak jadi selaluki hadir, karena ada biasa yang bolos kak kalau di mata pelajaran lain kalau tidak nasuka mi gurunya kak, eee kadang-kadang bolos kekantin atau pulang i kak, tapi dikelasku laki-lakinya sedikitji yang begitu kak tapi ada.
- Peneliti : Kemudian pertanyaan selanjutnya dek, apa pendapat ta tentang guru yang menggunakan humor secara berlebihan dalam pembelajaran? Apakah menurut adek hal itu bisa mengganggu proses belajar?
- AR : Kalau berlebihan mungkin sedikit mengganggu karena materi yang dibawakan mungkin akan lebih lama disampaikan karena cuma kayak bercanda kak, emm jadi lebih diseimbangkan saja kak dengan materinya.
- Peneliti : Pertanyaan yang terakhir dek, apakah adek memiliki saran atau pendapat tentang bagaimana guru sebaiknya menggunakan humor secara efektif dalam proses pembelajaran Bahasa Inggris?
- AR : Yang penting tidak tentang fisik atau yang lain kak, intinya toh kak harus menyangkut dengan pelajaran, hanya untuk menambah semangat siswa-siswa untuk belajar begitu kak.
- Peneliti : Okey dek, terima kasih banyak atas jawabannya.
- AR : Iyye kak.
- Peneliti : Setelah guru bahasa Inggris ta dek menggunakan humor di kelas pada saat mengajar, seberapa baik adek dapat mengingat pelajaran tanpa melihat catatan?
- AR : ee bisaka mengingat dengan mudah kayak ee pas Ibu bercanda pelajarannya jadi lebih menyenangkan, jadi saya tidak lupa contoh yang diberikan. Misalnya waktu belajar tentang atlet kesukaan, kami disuruh mendeskripsikannya disitu kami belajar kosakata seperti tall, sweet smile (senyum manis), atau black sweet skin (kulit hitam manis). Karena disampaikan sambil bercanda, saya jadi terhibur dan lebih mudah mengingat kata-kata itu, apalagi yang black sweet skin heheh.
- Peneliti : Jika guru adek menunjukkan beberapa kata atau kalimat bahasa Inggris, apakah adek dapat mengenali mana yang telah diajarkan pada pelajaran sebelumnya?
- AR : ee kayaknya bisaji kak, karena kan biasa itu setiap materi ada beberapa pertemuan yang itu-itu saja dibahas dan memang selalu dibahas ibu tiwi kalau belumpiki mengerti sekali kak, yang paling kuingat itu ya materi itu mendeskripsikan atlet

Comment [WU8]: Better recall

- kesukaan kak, banyak kosakata dari situ yang dipakai di pelajaran ee materi yang lain kak, kayak menjelaskanki seseorang dipakai juga itu kosakata yang sudah dipelajari dulu.
- Peneliti : Ketika adek belajar topik bahasa Inggris yang sama lagi, apakah adek merasa lebih mudah atau lebih cepat mempelajarinya untuk kedua kalinya, ketika guru menyampaikannya dengan humor di pembelajaran pertama?
- AR : Ya ee jauh lebih cepat karena sudah ditaumi beberapa bagian dari pelajaran sebelumnya kak, apalagi ibu tiwi kan biasaki nakasi main games kak dikelas 10 dulu, nah sekarang dikelas 11 ki ya kayak lebih mudah dipahami kak karena sudah agak familiarki seperti mendeskripsikan atau menjelaskan sesuatu kak kayak orang atau benda begitu kan selalu diulang-ulang jadi lebih mudahki paham apalagi sambil bermain biasa yang membuat suasana kelas jadi lebih ee bersemangat kak jadi begitumi kak.
- Peneliti : Ketika guru memberikan kegiatan seperti menyusun kalimat atau menceritakan kembali sebuah cerita/materi yang sudah pernah dijelaskan, apakah adek dapat merekonstruksi pelajaran dengan mudah? Kayak bisaki menceritakan kembali apa yang sudah pernah dijelaskan sama Ibu Tiwi.
- AR : Iyye kak bisaji sedikit-sedikit karena memang diawal pembelajaran biasaki kayak natanya Ibu tentang pembelajaran kemarin atau pertemuan sebelumnya ya karena ditau kalau biasaki ditanya begitu kak jadi kadang-kadang kalau saya ya kubaca biasa catatanku kak kalau maumi jamnya Ibu Tiwi masuk.

Comment [WU9]: Recognition of material

Comment [WU10]: Relearning (Saving method)

Comment [WU11]: Reconstruction learning

Transcript of Student 2

- Peneliti : Umm, jadi dek disini saya ingin bertanya beberapa hal seputar pembelajaran Bahasa Inggris bersama Bu Tiwi, terutama tentang penggunaan humor di kelas. Biasa Ibu Tiwi kayak bercanda dikelas toh, nah sebelumnya silahkan perkenalkan diri adek terlebih dahulu.
- ABR : Iyye kak, nama saya Abdul Rahim saya dari kelas XI Tahfidz 1.
- Peneliti : Jadi disini dek ada beberapa pertanyaan yang akan saya tanyakan, langsung saja pertanyaan yang pertama, ee bagaimana perasaan adek ee ketika guru menggunakan lelucon atau bercanda saat mengajar Bahasa Inggris? Apakah hal itu

- membuat adek merasa lebih semangat dan antusias dalam belajar?
- ABR : Kalau beliau bercanda kami senang juga karena kita kan tidak mengalami yang namanya tekanan eee jadi membangkitkan semangat kita untuk belajar dalam Bahasa Inggris, kalau bagi saya Ibu Tiwi itu umm menggabungkan antara keseriusan dengan santai gitu jadi sehingga kita dalam belajar bahasa inggris itu tidak terlalu tegang karena ada kalanya ibu bergurulah ada kalanya juga serius jadi kita sebagai siswa dalam belajar itu tidak terlalu tegang dan tidak tertekan.
- Peneliti : Okey, kemudian pertanyaan yang kedua dek, apakah adek merasa lebih dekat atau lebih akrab dengan guru yang seperti itu yang suka bercanda? kayak, ee, menurut ta dek, apakah sikap humoris seperti itu membuat hubungan antara guru dan siswa menjadi lebih dekat dan terbuka?
- ABR : Kalau bagi saya sih kak, kalau Bu Tiwi itu apalagi kan orangnya juga ramah bagi saya itu saya cukup akrab dengan Ibu Tiwi apalagi kan dia juga mantan pembina osis saya juga.
- Peneliti : Ohh periode kemarin dek?
- ABR : Iyye kak tapi digantimi sekarang, bukanmi Bu Tiwi.
- Peneliti : Ohh okey, ee lanjut ya dek, ketika guru menggunakan humor saat mengajar, apakah adek merasa lebih nyaman dan santai di dalam kelas? Atau justru sebaliknya?
- ABR : Saya merasa lebih nyaman kalau gurunya juga tidak terlalu serius gitu.
- Peneliti : Kemudian pertanyaan selanjutnya dek, apakah menurut ta, penggunaan humor dalam proses pembelajaran atau mungkin yang ada unsur humornya seperti mungkin main games itu bisa membantu kamu lebih mudah memahami atau mengingat materi Bahasa Inggris yang diajarkan?
- ABR : Kalau bagi saya yang main-main games itu justru membuat saya menjadi lebih meningkat dalam belajar karena games-games itu membuat memori saya itu bangkit jadi mengingat apa bahasa inggrisnya ini apa bahasa inggrisnya ini, langsung ada prakteknya sudah belajar langsung ada latihannya kak.
- Peneliti : Boleh diceritakan dek materi apa yang paling berkesan atau yang masih diingat saat Bu Tiwi menyampaikannya dengan humor atau yang ada unsur humornya seperti mungkin kayak permainan atau penggunaan media yang menghibur seperti itu?
- ABR : Eee kayak itu main games rolling bottle kak, jadi kayak

Comment [WU12]: Boosting students' enthusiasm in learning

Comment [WU13]: Creating a comfortable learning atmosphere

Comment [WU14]: Helping students to recall the material more effectively

semacam kuis kak kita diberi pertanyaan tentang verb, tenses, kalimat, kosakata bahasa inggris kak, ada di terjemahkan juga terus kalau kalau botolnya berhenti di kata punishment, kita diberi hukuman untuk menyanyi, menurut saya itu berkesan dan membuat kelas jadi lebih menyenangkan kak karena lucu kalau ada yang kena hukuman menyanyi kak.

Peneliti : Okey dek kemudian selanjutnya, emm apakah adek merasakan perbedaan ketika guru mengajar dengan menggunakan humor dan tanpa humor? Bisa kita jelaskan perbedaan yang dirasakan dalam suasana kelas atau cara belajarta?

ABR : Ee kalau menurut saya kak itu sangat berbeda kalau ada unsur humornya toh kak kayak lebih gampang dimengerti karena kayak suasananya juga lebih santai lebih tenang pikiranta toh kak jadi diingat i maksudnya kayak gampangi dipahami kak, tapi kalo guru yang tegang terus itu kita menjadi kayak bagaimana di kak segan menjadi itu pelajaran menjadi susah juga untuk masuk di otak kalo terlalu tegang suasananya, jadi takutki untuk berekspresi didalam kelas.

Peneliti : Kemudian pertanyaan selanjutnya dek, apakah adek merasa bahwa humor yang digunakan oleh guru saat mengajar dapat membantu mengurangi stres atau rasa cemas ketika belajarki di kelas?

ABR : Ya menurut saya sih bisa kak untuk mengurangi stress karena kan kadang sambil bermain jadi ya tidak terlalu terbebani.

Peneliti : Okey kemudian, apakah adek merasa bahwa guru yang suka bercanda di kelas bisa meningkatkan motivasita untuk belajar Bahasa Inggris?

ABR : Kalau bagi saya ya cukup bisa meningkatkan motivasi karena dalam belajar lebih seru dirasa kak, jadi termotivasi ki untuk belajar dan ada dikelas.

Peneliti : Kemudian selanjutnya dek, apa pendapat ta tentang guru yang menggunakan humor secara berlebihan dalam pembelajaran? Apakah menurut adek hal itu bisa mengganggu proses belajar?

ABR : Hmm kalau guru juga yang terlalu berlebihan sih kayaknya tidak terlalu boleh juga, karena kan apalagi juga kan siswa-siswa seperti dikelasku kan ada yang nakal kalau gurunya kelewatan bercanda bisa jadi siswa-siswa yang nakal ini jadi kurang ajar jadi sehingga bisa naanggap remeh ini gurunya dan kurang sopan santunnya sehingga menganggap guru itu kayak teman sebaya.

Comment [WU15]: Helping students to understand the material better

Comment [WU16]: Helping students to understand the material better

Comment [WU17]: Reducing stress during English lesson

- Peneliti : Kemudian pertanyaan terakhir dek, apakah adek memiliki saran atau pendapat tentang bagaimana guru sebaiknya menggunakan humor secara efektif dalam proses pembelajaran Bahasa Inggris?
- ABR : Dalam mengajar itu seharusnya guru tidak terlalu serius atau tegang sekali ee dan sedikit memberikan humor-humor atau asupan agar siswa tidak merasakan ketegangan sehingga kebebasan berekspresi mereka itu bisa keluar, bisa terekspresikan sehingga tidak ada yang namanya memendam-memendam ee sehingga mereka bisa lebih mengekspresikan dirinya dengan apa yang ingin dia lakukan sehingga bisa juga mengeluarkan pendapat seperti ini yang saya tidak tau bu atau ini yang saya belum kuasai , karena kalau gurunya yang terlalu tegang itu jadi takut-takut ki untuk bertanya.
- Peneliti : Okey dek, terimakasih atas waktunya dan jawabannya.
- Peneliti : Setelah guru bahasa Inggris ta dek menggunakan humor di kelas pada saat mengajar, seberapa baik adek dapat mengingat pelajaran tanpa melihat catatan?
- ABR : Menurut saya kak, gampang mengingat pelajaran saat Ibu pakai humor. Contohnya waktu setor hapalan kosakata tentang aktivitas sehari-hari, kami ee disuruh menirukannya kak ee kayak kata kerja seperti run, eat, sleep, sambil bercanda. Karena suasananya lucu, saya jadi tidak gampang lupa.
- Peneliti : Jika guru adek menunjukkan beberapa kata atau kalimat bahasa Inggris, apakah adek dapat mengenali mana yang telah diajarkan pada pelajaran sebelumnya?
- ABR : menurut saya kak seringji kayak merasa tidak asingki dengan itu kata-kata kak meskipun tidak langsung diingat artinya, ya haruspi dicari dulu dikamus kak artinya, tapi bisaji kupastikan kalau pernahmi dipelajari itu kata kak karena kan kita juga ada sistem hapalan kosakata jadi ya kadang-kadang membantu juga karena sudah dihafalmi jadi familiar beberapa kosakata bahasa inggrisnya.
- Peneliti : Ketika adek belajar topik bahasa Inggris yang sama lagi, apakah adek merasa lebih mudah atau lebih cepat mempelajarinya untuk kedua kalinya, ketika guru menyampaikannya dengan humor di pembelajaran pertama?
- ABR : kalau saya kak iya lebih mudah dipahami apalagi untuk materi yang sudah pernah dipelajari dikelas dulu kelas 10 kayak kan disuruhki kayak bikin kalimat atau kayak percakapan terus kan

Comment [WU18]: Helping students feel more confident

Comment [WU19]: Better recall

Comment [WU20]: Recognition of material

- biasa dulu langsung dipraktekkan didepan kelas kak kayak berpasangan begitu, nah sekarang dikelas 11 ini kayak lebih mudahmiki untuk melakukan dialog kak apalagi kan adami beberapa kosakata yang sudah dihapalkan dari kelas 10 dulu sampai sekarang jadi lebih mudah kak
- Peneliti : Ketika guru memberikan kegiatan seperti menyusun kalimat atau menceritakan kembali sebuah cerita/materi yang sudah pernah dijelaskan, apakah adek dapat merekonstruksi pelajaran dengan mudah?Kayak bisaki menceritakan kembali apa yang sudah pernah dijelaskan sama Ibu Tiwi.
- ABR : bisa kak ee meskipun kayak masih ee je'je ki kak tidak terlalu lancar tapi bisaji dijelaskan.

Comment [WU21]: Relearning

Comment [WU22]: Reconstruction learning

Transcript of Student 3

- Peneliti : Jadi dek saya ingin bertanya beberapa hal seputar pembelajaran Bahasa Inggris bersama Bu Tiwi, terutama tentang penggunaan humor di kelas. Sebelumnya boleh perkenalkan diri terlebih dahulu.
- MF : Perkenalkan nama saya Muhammad Faiz dari kelas XI Tahfidz 1.
- Peneliti : Oke dek jadi disini saya ada beberapa pertanyaan terkait tentang penggunaan humor oleh Ibu Tiwi pada saat mengajar Bahasa Inggris, langsung saja pertanyaan pertama, bagaimana perasaanta dek ketika guru menggunakan lelucon atau bercanda saat mengajar Bahasa Inggris? Apakah hal itu membuat adek merasa lebih semangat dan antusias dalam belajar?
- MF : Emm tentu saja saya merasa bersemangat karena untuk menghilangkan rasa boring apalagikan Bahasa Inggris itu dari banyaknya kata yang kita harus pahami, cara penyebutannya, cara verb 1 atau verb 2 jadi gapapa sekali-sekali kita ada lelucon.
- Peneliti : Okey pertanyaan selanjutnya dek, apakah adek merasa lebih dekat atau lebih akrab dengan guru Bahasa Inggris yang suka bercanda? Menurut ta dek, apakah sikap humoris seperti itu bisaki membuat hubungan antara guru dan siswa menjadi lebih hangat dan terbuka?
- MF : Ya tentu saja bisa lebih mudah akrab karena semakin lama itu lelucon itu semakin lekat dengan kita dan juga gurunya jadi lebih se frekuensi dengan kita.
- Peneliti : Kemudian selanjutnya, ee ketika guru menggunakan humor saat

Comment [WU23]: Boosting students' enthusiasm in learning

- mengajar, apakah adek merasa lebih nyaman dan santai di dalam kelas? Atau justru sebaliknya?
- MF : Ya tentu saja santai, nyaman juga.
- Peneliti : Kemudian pertanyaan selanjutnya dek, apakah menurut adek, penggunaan humor dalam proses pembelajaran membantu adek lebih mudah memahami atau mengingat materi Bahasa Inggris yang diajarkan oleh Ibu Tiwi?
- MF : Ya, bisa memahami dengan baik kak karena kita juga harus refreshing dengan pikiran, kita gaboleh tegang karena ya sekali-sekali kita bisa ya itu refreshing karena kan dari pelajaran-pelajaran yang lain itu tegang-tegang terus masuk pelajaran Bahasa Inggris dengan Bu Tiwi yang kadang bercanda itu bisa membuat otak kita refresing lebih santai dan rileks jadi pelajaran lebih mudah masuk ke otak.
- Peneliti : Emm boleh diceritakan materi apa yang paling berkesan atau masih diingat saat Bu Tiwi menyampaikannya dengan humor atau yang ada unsur humornya seperti kayak permainan atau ada media-media yang digunakan yang menghibur seperti itu.
- MF : Yang saya ingat, Ibu Tiwi itu sangat expressive kak dalam mengajar. Kadang kak kita diberi tugas untuk kayak eee itu bercakap-cakap didepan kelas, nah sebelumnya dicontohkan dulu kak saat mencontohkan itu yang membuat kami paham karena ee beliau sangat expressive dan terdengar sangat mendalami peran, menurut saya itu sangat menghibur kak dan membuat kita juga lebih paham dengan dialognya, ee dulu juga pernah diajarkan tentang kosakata bentuk 1 dan 2 tapi caranya itu sambil kuis tebak-tebakan jadi yang menang itu dapat hadiah dan yang kalah itu ada hukumannya, menurut saya itu berkesan karena seru kak suasana kelas beda dengan pelajaran yang lain.
- Peneliti : Kemudian selanjutnya, apakah adek merasakan perbedaan ketika guru mengajar dengan menggunakan humor dan tanpa humor? Bisa dijelaskan dek perbedaan yang kamu rasakan dalam suasana kelas atau cara belajarta?
- MF : Tentu saja ada perbedaannya kak kalau ada unsur humor atau leluconnya pasti siswa lebih suka karena lebih eee suasananya lebih seru, karena pasti ngantuk kalau tidak ada humornya sama sekali kak, tapi kalau ada humornya lebih rileks ki kalau itu pelajaran Bahasa Inggris bisa ki lebih santai dan tidak ada yang perlu ditegangkan.
- Peneliti : Okey pertanyaan selanjutnya, apakah adek merasa bahwa humor

Comment [WU24]: Creating a comfortable and relaxed learning atmosphere

Comment [WU25]: Helping students to understand the material better

Comment [WU26]: Helping students to understand the material better

Comment [WU27]: Reducing stress during English lesson

- yang digunakan oleh guru saat mengajar dapat membantu mengurangi stres atau rasa cemas ketika belajarki di kelas?
- MF : Tentu saja bisa mengurangi stres apalagi ketika kita stres memang dari rumah kak, kita berharap di sekolah itu tidak terlalu stress lagi.
- Peneliti : Selanjutnya dek, apakah adek merasa bahwa guru yang suka bercanda di kelas bisa meningkatkan motivasi untuk belajar Bahasa Inggris?
- MF : Tentu saja meningkatkan motivasi kak karena bisa membuat siswa lebih bersemangat dikelas kak.
- Peneliti : Okey baik, selanjutnya apa pendapat ta dek tentang guru yang menggunakan humor secara berlebihan dalam pembelajaran? Apakah menurut adek hal itu bisa mengganggu proses belajarta di kelas?
- MF : Tentu saja tidak sih, karena kita merasa enjoy terus kita juga merasa lebih santai kak.
- Peneliti : Kemudian pertanyaan terakhir dek, apakah adek memiliki saran atau pendapat tentang bagaimana guru sebaiknya menggunakan humor secara efektif dalam proses pembelajaran Bahasa Inggris?
- MF : Jadi, saran saya itu mungkin kalau dipertengahan pembelajaran biasanya kan anak-anak murid biasanya ngantuk nah sekali-sekali guru bisa membuat siswa lebih rileks dengan bercanda bisa juga ice breaking yang lucu agar lebih bersemangat kembali.
- Peneliti : Baik dek, terimakasih atas waktunya.
- MF : Iya sama-sama kak.
- Peneliti : Setelah guru bahasa Inggris ta dek menggunakan humor di kelas pada saat mengajar, seberapa baik adek dapat mengingat pelajaran tanpa melihat catatan?
- MF : ee meski tidak semua. Tapi kalau Ibu kasih contoh sambil bercanda, saya gampang ingat. Misalnya waktu belajar kata sifat seperti lazy, smart, funny, atau kata benda seperti bag dan book. Karena lucu, pelajarannya nempel di kepala.
- Peneliti : Jika guru adek menunjukkan beberapa kata atau kalimat bahasa Inggris, apakah adek dapat mengenali mana yang telah diajarkan pada pelajaran sebelumnya?
- MF : pas ibu tiwi mengulangi beberapa kata-kata bahasa inggris di kelas lain, kan biasaki itu tidak sengaja lewat kak o kalau sementara ibu mengajar disebelah, ya kuingatji kak kalau

Comment [WU28]: Reducing stress during English lesson

Comment [WU29]: Better recall

- penahki naajar pake itu kata-kata atau kalimat, kayak ee misalkan diajarki bikin kalimat bentuk present tense kak biasa itu contohnya mirip-mirip ji kak, kayak I go to school, benarji toh kak. Ya begituji kalau dari saya kak.
- Peneliti : Ketika adek belajar topik bahasa Inggris yang sama lagi, apakah adek merasa lebih mudah atau lebih cepat mempelajarinya untuk kedua kalinya, ketika guru menyampaikannya dengan humor di pembelajaran pertama?
- MF : menurutku iya kak lebih mudah kalau pernahmi dipelajari apalagi kalau dulu itu sambil ada humornya kayak terhiburki jadi kayak lebih nempel di otak kak karena berkesan itu hari.
- Peneliti : Ketika guru memberikan kegiatan seperti menyusun kalimat atau menceritakan kembali sebuah cerita/materi yang sudah pernah dijelaskan, apakah adek dapat merekonstruksi pelajaran dengan mudah? Kayak bisaki menceritakan kembali apa yang sudah pernah dijelaskan sama Ibu Tiwi.
- MF : kalau saya kak kadang bisa kadang tidak. Kadang bisa kalau ee proses pembelajaran sebelumnya itu seru karena lebih gampang diingat materinya kayak, ee biasaki natanya Ibu kak arti dari kata-kata bahasa inggris yang sudah dipelajari sebelumnya ya kadang ditauji kak.

Comment [WU30]: Recognition of material

Comment [WU31]: Relearning

Comment [WU32]: Reconstruction learning

Transcript of Student 4

- Peneliti : Okey, jadi dek saya disini ingin bertanya beberapa hal seputar pembelajaran Bahasa Inggris bersama Bu Tiwi, terutama tentang penggunaan humor di kelas. Sebelumnya boleh perkenalkan diri terlebih dahulu dek.
- SN : Emm nama saya Silvia Nurrahma kak saya kelas XI Tahfidz 1.
- Peneliti : Langsung saja pertanyaan pertama ya dek, bagaimana perasaan adek ketika guru menggunakan lelucon atau bercanda saat mengajar Bahasa Inggris? Apakah hal itu membuat adek merasa lebih semangat dan antusias dalam belajar?
- SN : Iya lebih antusias, karena kalau semisal tidak ada canda-candaannya kak kayak garing sekali itu pembelajarannya kak, jadi lebih semangatki belajar kak kalau ada bercandanya sedikit pas kayak break begitu kak.
- Peneliti : Okey pertanyaan yang kedua dek, apakah adek merasa lebih dekat atau lebih akrab dengan guru Bahasa Inggris yang suka bercanda? Menurut ta, apakah sikap humoris seperti itu bisa

Comment [WU33]: Boosting students' enthusiasm in learning

- membuat hubungan antara guru dan siswa menjadi lebih hangat dan terbuka?
- SN : Iye kak lebih nyamanki sama guru kalau banyak bercandanya kan lebih bisaki juga akrab kayak lebih ee apa di kak kayak tidak merasa ee takutki untuk ngobrol tapi tetapki juga jaga adab tetapki harus sopan.
- Peneliti : Okey kemudian dek, ketika guru menggunakan humor saat mengajar, apakah adek merasa lebih nyaman dan santai di dalam kelas? Atau justru sebaliknya?
- SN : Aa iya kak santai banget ji kak, karena pas gurunya bercanda kayak ee dipelajaran begitu gurunya juga santai kak dan baik sekali dikelas jadi kita juga merasa nyaman, beda dengan beberapa guru lain kak eee kadang kayak serius sekali kayak ee asal nakasiki tugas ya sudahmi.
- Peneliti : Pertanyaan selanjutnya dek, apakah menurut adek penggunaan humor dalam proses pembelajaran atau yang ada unsur humornya seperti permainan mungkin atau kuis dan penggunaan media-media bisa membantu kita lebih mudah memahami atau mengingat materi Bahasa Inggris yang diajarkan dikelasta?
- SN : Iya justru kalo kebanyakan main games i kak lebih kayak gampangki paham kalau main games, mungkin beberapa orang punya daya tangkap yang berbeda-beda kak, ee kalau saya lebih nyaman kalau dikombinasikan dengan main games apalagi games yang diberikan itu kadang lucu-lucu dan ada hadiahnya dan juga hukumannya kak membuat kelas itu jadi terhibur kak dan seru juga.
- Peneliti : Okey, boleh diceritakan materi apa yang paling berkesan dan masih diingat ketika Ibu Tiwi mengajar dengan humor atau yang ada unsur humornya seperti yang dijelaskan diatas.
- SN : Emm seperti anu kak ada itu biasa yang percakapan dua orang maju ki kak, biasanya Ibu Tiwi diberikan ki dulu contoh kayak diperagakan dulu toh kak, pas na contohkan itu kak ee kayak mendalami sekali kak, jadi kayak lucu dan menghibur sehingga kita dikelas kak kayak eee tidak terlalu terbebani begitu kak. Ee tapi kulupa materi apa itu dulu kak karena pas kelas X, tapi menurutku anu kak apa ee gampang i dipahami karena langsung dicontohkan sama Ibu Tiwi. Emm anu juga kak pernahki menonton kartun animasi di youtube menurutku itu juga yang menarik kak kalau dari pembelajaran Bahasa Inggris, ee banyak kata-kata baru yang dipelajari dan dicatat kalau menontonki kak,

Comment [WU34]: Creating a comfortable and relaxed learning atmosphere

Comment [WU35]: Creating a comfortable and relaxed learning atmosphere

Comment [WU36]: Helping students to understand the material better

- Peneliti : kita juga merasa terhibur karena kayak nobarki kan dikasi di ee layar begitu kak baru pake speaker, jadi tidak mengantukki.
- SN : Okey dek kemudian, apakah adek merasakan perbedaan ketika guru mengajar dengan menggunakan humor dan tanpa humor? Bisa dijelaskan perbedaan yang dirasakan dalam suasana kelas atau cara belajarta dek?
- Peneliti : Kalau semisal kak ee guru yang menggunakan humor kayak Bu Tiwi itu lebih akrabki dikelas karena itu tadi kak kayak tidak takut-takut ki tapi kalau tidak ada humornya kak kayak eee tegang sekaliki dikelas kayak tidak pahamki juga o dengan materinya kak, jadi lebih kusuka kalau guru yang ada bercandanya kak apalagi kalau main games mi kak kan kayak lucu biasa toh kak kalau ada hukumannya kak.
- SN : Pertanyaan selanjutnya dek, apakah merasaki bahwa humor yang digunakan oleh guruta saat mengajar dapat membantu mengurangi stres atau rasa cemas ketika belajarki di kelas?
- Peneliti : Iya kak, kan apalagi kan Bahasa inggris pusing-pusing ki itu tapi kalau sering-sering ki bercanda jadi tidak terlalu stres kak.
- SN : Terus dek, apakah kita merasa bahwa guru yang suka bercanda di kelas bisa meningkatkan motivasita untuk belajar Bahasa Inggris?
- SN : Oh iye kak, begitu tergantung, karena kalau saya kak belajar itu tergantung gurunya kalau asikmi gurunya jadi berusaha ka juga untuk suka sama pelajarannya jadi lebih termotivasi ka untuk selalu belajar dan hadir kak.
- Peneliti : Selanjutnya dek, apa pendapat ta tentang guru yang menggunakan humor secara berlebihan dalam pembelajaran? Apakah menurut adek hal itu bisa mengganggu proses belajarta didalam kelas?
- SN : Iya kak, karena kan kalau sesekali ji ndapapa tapi kalau terus-terus ya masa bercanda teruski, tapi kalau bercandanya dari kayak main-main games ya tidak apa-apaji kak, yaa ee jadi harus sesuai dengan kebutuhan kak.
- Peneliti : Okey kemudian pertanyaan terakhir dek, apakah ada saranta atau pendapat tentang bagaimana guru sebaiknya menggunakan humor secara efektif dalam proses pembelajaran Bahasa Inggris?
- SN : Eee bisa menggunakan humor kak tapi harus tetap menyangkut dengan pelajaran dan tidak boleh berlebihan kak.
- Peneliti : Baik dek, terimakasih atas waktunya.

Comment [WU37]: Helping students to understand the material better

Comment [WU38]: Reducing stress during English lesson

Comment [WU39]: Reducing stress during English lesson

- SN : Iya kak terimakasih.
- Peneliti : Setelah guru bahasa Inggris ta dek menggunakan humor di kelas pada saat mengajar, seberapa baik adek dapat mengingat pelajaran tanpa melihat catatan?
- SN : Iya kak. Apalagikan biasaki nasuruh menghupal kak kayak setoran hapalanki tentang kosakata baru, nah kalau kosakatanya itu kayak kata kerja, biasaki nacontohkan ibu dengan gerakan, ataupun ekspresinya kak.
- Peneliti : Jika guru adek menunjukkan beberapa kata atau kalimat bahasa Inggris, apakah adek dapat mengenali mana yang telah diajarkan pada pelajaran sebelumnya?
- SN : Iye kak, langsung diingatji biasa tapi kayak kosakata atau kalimat yang mudahji kak, kayak mendeskripsikan sesuatu kan pasti itu-itu sajaji kak kayak big, small, tall, beautifull, diingat kak kalau pernahki belajar itu kosakata apalagi menghapalki juga.
- Peneliti : Ketika adek belajar topik bahasa Inggris yang sama lagi, apakah adek merasa lebih mudah atau lebih cepat mempelajarinya untuk kedua kalinya, ketika guru menyampaikannya dengan humor di pembelajaran pertama?
- SN : Menurutku iya kak, belajar kedua kalinya itu lebih gampang karena dulu juga sambil bercanda-bercanda ki sama Ibu, jadi pas diulang lagi cepatmi ingat, kayak langsung muncul itu pelajaran di otak.
- Peneliti : Ketika guru memberikan kegiatan seperti menyusun kalimat atau menceritakan kembali sebuah cerita/materi yang sudah pernah dijelaskan, apakah adek dapat merekonstruksi pelajaran dengan mudah?Kayak bisaki menceritakan kembali apa yang sudah pernah dijelaskan sama Ibu Tiwi.
- SN : kadang-kadang kak bisaji karena diawal pembelajaran biasaki kayak na tes Ibu apakah masih diingat pembelajaran minggu lalu atau sudah dilupami, ya biasa diingatji kak apalagikan haruski juga biasa menyetor hapalan yang kata kata-kata atau kayak kalimat sehari-hari ya masih diingatji biasa kak apalagi ibu tiwi seru dikelas jadi kayak tidak gampang dilupa karena selalu ceria terus semangatki juga kak.

Comment [WU40]: Better recall

Comment [WU41]: Recognition of material

Comment [WU42]: Relearning

Comment [WU43]: Reconstruction learning

Transcript of Student 5

- Peneliti : Selamat pagi dek. Jadi, saya disini ingin bertanya dek tentang beberapa hal seputar pembelajaran Bahasa Inggris bersama Bu Tiwi, terutama tentang penggunaan humor di kelas, karena Ibu Tiwi suka bercanda kalau dikelas di? ee sebelumnya boleh perkenalkan diri terlebih dahulu.
- MN : Iye kak, apa tadi kak nama, ee nama saya Muhammad Nasaruddin kelas XI Tahfidz 1.
- Peneliti : Okey jadi disini saya ada beberapa pertanyaan dek, langsung saja yang pertama bagaimana perasaan adek ketika guru menggunakan lelucon atau bercanda saat mengajar Bahasa Inggris? Apakah hal itu membuat adek merasa lebih semangat dan antusias dalam belajar?
- MN : Menurutku saya kak lumayan bersemangatki eee tidak apa-apa agar suasana dalam kelas bisa mencair kak.
- Peneliti : Kemudian pertanyaan kedua, apakah adek merasa lebih dekat atau lebih akrab dengan guru Bahasa Inggris yang suka bercanda? Menurut ta dek, apakah sikap humoris seperti itu bisa membuat hubungan antara guru dan siswa menjadi lebih hangat dan terbuka?
- MN : Bisa kak saya pribadi juga merasa lebih akrab dengan Ibu Tiwi, karena eee apa, itu didalam kelas kita lebih merasa bebas untuk berpendapat.
- Peneliti : Kemudian selanjutnya, ketika guru menggunakan humor saat mengajar, apakah adek merasa lebih nyaman dan santai di dalam kelas? Atau justru sebaliknya?
- MN : Mungkin lebih nyaman karena kita tahu gurunya suka bercanda tapi tidak boleh berlebihan juga kak.
- Peneliti : Kemudian, apakah menurut adek, penggunaan humor dalam proses pembelajaran itu bisa membantu kamu lebih mudah memahami atau mengingat materi Bahasa Inggris yang diajarkan guru ta? Misalkan kayak permainan yang ada unsur humornya atau media-media yang digunakan itu menghibur seperti itu dek.
- MN : Menurutku bisa kak, karena ee anu kayak seperti diberikan permainan atau games yang macam-macam itu merasa ki harus benar karena kan ada hukumannya biasa toh kak jadi kayak lebih dipelajari dengan serius kak jadi mudahki paham.
- Peneliti : Begitu yaa, emm boleh diceritakan materi apa yang paling berkesan atau masih diingat ketika Ibu Tiwi mengajar dengan

Comment [WU44]: Boosting students' enthusiasm in learning

Comment [WU45]: Creating a comfortable and relaxed learning atmosphere

Comment [WU46]: Helping students to understand the material better

- humor atau yang ada unsur humornya seperti yang saya bilang tadi dek.
- MN : Emm lebih ke permainan kak tapi biasaji juga kayak mallucu-lucu Ibu kayak itu biasa naikuti logat-logatnya di TikTok kak o yang kayak agak lebay-lebay sedikit tapi lucu kak gaya bicaranya bukanji yang bagaimana tapi ee kayak begitu kak o supaya lebih merasa sefrekuensi ki, dulu kak pernah main game anu kak, apalagi itu dulu di pas kelas X kak, main ee itu dadu-dadu kak ular tangga kak, jadi disetiap nomornya itu kak kayak ada pertanyaan ada juga hukuman kayak tantangan kak menyanyi. Permainan kayak begitu menurut saya membuat kelas jadi lebih hidup kak seru juga.
- Peneliti : Okey pertanyaan selanjutnya, apakah adek merasakan perbedaan ketika guru mengajar dengan menggunakan humor dan tanpa humor? Bisa dijelaskan perbedaan yang dirasakan dalam suasana kelas atau cara belajarta dek?
- MN : Kayak suasana kelas jadi lebih cair kalau menggunakan humor atau Ibu bercanda begitu, tapi kalau tidak kadang-kadang tegang dan ngantuk juga karena bicara-bicara saja dan kurang ada interaksinya kak.
- Peneliti : Kemudian pertanyaan selanjutnya, apakah adek merasa bahwa humor yang digunakan oleh guru saat mengajar dapat membantu mengurangi stres atau rasa cemas ketika belajarki di kelas?
- MN : Menurutku bisa karena kalau guru bercanda itu kayak lebih santai ki tidak terlalu stress, tidak takut ki salah kak apalagi Bahasa Inggris itu toh susah kak jadi kalau gurunya juga killer ee pasti susah dimengerti kak, tapi kalau Bu Tiwi dia kan sering nakasi main game ki kak terus orangnya juga asik jadi kayak lebih gampang sedikit dipahami kak materinya meskipun ee kayak biasaji juga dilupa-lupa kak eheh.
- Peneliti : Okey selanjutnya, apakah adek merasa bahwa guru yang suka bercanda di kelas bisa meningkatkan motivasita untuk belajar Bahasa Inggris?
- MN : Iye kak meningkatkan motivasi untuk belajar karena kalau kayak dekat ki sama gurunya kayak selaluki mau benar kan kalau dapatki pujian apalagi dari mata pelajaran yang disuka toh kak kayak ee ada rasa puas tersendiri jadi eee berusaha selalu hadir dimapelnya kak.
- Peneliti : Kemudian selanjutnya, apa pendapat adek tentang guru yang menggunakan humor secara berlebihan dalam pembelajaran?

Comment [WU47]: Helping students to understand the material better

Comment [WU48]: Helping students to maintain focus during the lesson

Comment [WU49]: Reducing stress during English lesson

- Apakah menurut ta dek hal itu bisa mengganggu proses belajarta di kelas?
- MN : Sesuatu yang berlebihan itu tidak baik kak, jadi ya begitu lah kak diseimbangkan saja kak tapi kalau Bu Tiwi menurut saya tidak berlebihanji kak karena sesuai sama materi.
- Peneliti : Kemudian pertanyaan terakhir dek, apakah ada saranta atau pendapat tentang bagaimana guru sebaiknya menggunakan humor secara efektif dalam proses pembelajaran Bahasa Inggris?
- MN : Selama bercandanya tidak berlebihan mungkin bisa dikombinasikan dengan main games yang menghibur kita kak.
- Peneliti : Baik dek, terimakasih atas waktunya nah.
- MN : Iyye kak.
- Peneliti : Setelah guru bahasa Inggris ta dek menggunakan humor di kelas pada saat mengajar, seberapa baik adek dapat mengingat pelajaran tanpa melihat catatan?
- MN : Kalau suasana kelasnya lucu kak, ee saya cepat ingat pelajarannya. Misalnya waktu belajar adjective seperti handsome, beautiful, strong, saya langsung hafal karena Ibu pakai contoh teman di kelas sambil bercanda.
- Peneliti : Jika guru adek menunjukkan beberapa kata atau kalimat bahasa Inggris, apakah adek dapat mengenali mana yang telah diajarkan pada pelajaran sebelumnya?
- MN : iye kak biasa teringatji kalau sering nabilang ibu tiwi
- Peneliti : Ketika adek belajar topik bahasa Inggris yang sama lagi, apakah adek merasa lebih mudah atau lebih cepat mempelajarinya untuk kedua kalinya, ketika guru menyampaikannya dengan humor di pembelajaran pertama?
- MN : Iya kak, menurutku kalau dulu sudah pernahmi diajar sambil ada humornya, gampang sekali diingat ulang. Ndak perlu lama, langsung muncul itu contoh-contohnya di kepala.
- Peneliti : Ketika guru memberikan kegiatan seperti menyusun kalimat atau menceritakan kembali sebuah cerita/materi yang sudah pernah dijelaskan, apakah adek dapat merekonstruksi pelajaran dengan mudah?Kayak bisaki menceritakan kembali apa yang sudah pernah dijelaskan sama Ibu Tiwi.
- MN : Iyye kak, bisa apalagi pertemuan sebelumnya itu ada kayak kejadian lucunya hehe lebih mudah diinga kak.

Comment [WU50]: Better recall

Comment [WU51]: Recognition of material

Comment [WU52]: Relearning

Comment [WU53]: Reconstruction

Transcript of Student 6

- Peneliti : Jadi langsung saja ya dek, saya disini ingin bertanya beberapa hal seputar pembelajaran Bahasa Inggris bersama Bu Tiwi, terutama tentang penggunaan humor di kelas. Sebelumnya boleh perkenalkan diri terlebih dahulu.
- NH : Eee perkenalkan nama saya Nabil Hamzah dari XI Tahfidz 1.
- Peneliti : Jadi disini dek saya ada beberapa pertanyaan yaa, langsung saja yang pertama bagaimana perasaan ta dek ketika guru menggunakan lelucon atau bercanda saat mengajar Bahasa Inggris? Apakah hal itu membuat adek merasa lebih semangat dan antusias dalam belajar?
- NH : Iya lebih bersemangat dan antusias.
- Peneliti : Alasannya dek?
- NH : Ya' semangat saja kak nda mengantukki.
- Peneliti : Okeyy, kemudian pertanyaan yang kedua, apakah adek merasa lebih dekat atau lebih akrab dengan guru Bahasa Inggris yang suka bercanda? Menurut ta dek, apakah sikap humoris seperti itu membuat hubungan antara guru dan siswa menjadi lebih dekat dan terbuka?
- NH : Iya kak cukup akrab, karena anu kan lebih banyak interaksi dengan kita jadi begitu lah.
- Peneliti : Kemudian selanjutnya, ketika guru menggunakan humor saat mengajar, apakah adek merasa lebih nyaman dan santai di dalam kelas? Atau justru sebaliknya?
- NH : Tidak terganggu ji kak karena kan supaya lebih cair suasananya juga sehingga kita merasa santai dan nyaman juga kak.
- Peneliti : Okey selanjutnya, apakah menurut ta dek, penggunaan humor dalam proses pembelajaran membantu adek lebih mudah memahami atau mengingat materi Bahasa Inggris yang diajarkan?
- NH : Mungkin kak, eee lebih paham karena suasananya tidak menegangkan kayak pelajaran-pelajaran lain biasa kalau ee sambil bermain begitu kak kan ada juga unsur humornya kak karena permainannya macam-macam.
- Peneliti : Ee boleh diceritakan dek, materi apa yang berkesan dan masih diingat saat Bu Tiwi menyampaikan dengan humor atau yang ada unsur humornya seperti permainan mungkin atau ice breaking seperti itu.
- NH : Anu kak dulu pernahki main kayak loncat-loncat kak, kayak left and right, nah dari situ kak jadi lebih gampang kuingat mana

Comment [WU54]: Boosting students' enthusiasm in learning

Comment [WU55]: Creating a comfortable and relaxed learning atmosphere

Comment [WU56]: Helping students to understand the material better

- Bahasa Inggrisnya kanan dan kiri karena biasa kulupa toh kak, tapi setelah itu permainan kayak kuingat terusmi kak. Permainannya seru kak kita jadi tidak mengantuk dikelas karena kita bergerak, pernah juga main ular tangga, pernah nonton animasi juga kak kulupami kak.
- Peneliti : Okey dek selanjutnya, apakah adek merasakan perbedaan ketika guru mengajar dengan menggunakan humor dan tanpa humor? Bisa dijelaskan perbedaan yang dirasakan dalam suasana kelas atau cara belajarta dek?
- NH : Suasananya yang berbeda kak, saya lebih suka yang ada bercandanya kak lebih asik dan lebih ramah gurunya jadi dikelas itu bebaski kayak ee berpendapat kak.
- Peneliti : Pertanyaan selanjutnya dek, apakah adek merasa bahwa humor yang digunakan oleh guru saat mengajar dapat membantu mengurangi stres atau rasa cemas ketika belajar di kelas?
- NH : Iya kak karena lebih santai jadi tidak terlalu tertekan.
- Peneliti : Okey pertanyaan selanjutnya dek, apakah merasaki ee kalau guru yang suka bercanda di kelas bisa meningkatkan motivasi untuk belajar Bahasa Inggris?
- NH : Iya karena lebih asik jadi rajin ki hadir dikelasnya kak.
- Peneliti : Kemudian dek, apa pendapat ta tentang guru yang menggunakan humor secara berlebihan dalam pembelajaran? Apakah menurut adek hal itu bisa mengganggu proses belajar?
- NH : Hmm tergantung bercandanya kak tidak boleh tentang fisik dan harus sesuai dengan pelajaran.
- Peneliti : Kemudian pertanyaan terakhir dek, apakah adek memiliki saran atau pendapat tentang bagaimana guru sebaiknya menggunakan humor secara efektif dalam proses pembelajaran Bahasa Inggris?
- NH : Mungkin lebih disesuaikan dengan materi pembelajaran kak.
- Peneliti : Oke dek terimakasih waktunya di'
- NH : Iyye kak
- Peneliti : Setelah guru bahasa Inggris ta dek menggunakan humor di kelas pada saat mengajar, seberapa baik adek dapat mengingat pelajaran tanpa melihat catatan?
- NH : Iya kak, lebih gampang ingat. Waktu belajar tentang teks deskripsi, Ibu bikin contoh kalimat yang lucu. Jadi walau tidak lihat catatan, saya masih ingat.
- Peneliti : Jika guru adek menunjukkan beberapa kata atau kalimat bahasa Inggris, apakah adek dapat mengenali mana yang telah diajarkan

Comment [WU57]: Helping students to understand the material better

Comment [WU58]: Helping students feel more confident

Comment [WU59]: Reducing stress during English lesson

Comment [WU60]: Better recall

- pada pelajaran sebelumnya?
- NH : kadang-kadang kak kayak ingat
- Peneliti : Ketika adek belajar topik bahasa Inggris yang sama lagi, apakah adek merasa lebih mudah atau lebih cepat mempelajarinya untuk kedua kalinya, ketika guru menyampaikannya dengan humor di pembelajaran pertama?
- NH : Menurutku kak, gampang sekali ulang pelajarannya kalau dulu ada humornya. Kayak ee tinggal ingat kembali saja, ndak susah, soalnya sudah nempelmi itu waktu pertama belajar.
- Peneliti : Ketika guru memberikan kegiatan seperti menyusun kalimat atau menceritakan kembali sebuah cerita/materi yang sudah pernah dijelaskan, apakah adek dapat merekonstruksi pelajaran dengan mudah? Kayak bisaki menceritakan kembali apa yang sudah pernah dijelaskan sama Ibu Tiwi.
- NH : Bisaji kak diceritakan kembali iye.

Comment [WU61]: Relearning

Comment [WU62]: Reconstruction learning

Transcript of Student 7

- Peneliti : halo dek, jadi saya disini ingin bertanya dek tentang beberapa hal seputar pembelajaran Bahasa Inggris bersama Bu Tiwi, terutama tentang penggunaan humor di kelas, karena beliau suka bercanda didalam kelas kan, ee sebelumnya boleh perkenalkan diri terlebih dahulu.
- IL : Ohh iya kak, ee, nama saya Ifa Latifa Hamzah dari kelas XI Tahfidz 1.
- Peneliti : Langsung saja ya dek pertanyaan pertama, bagaimana perasaan adek ketika guru menggunakan lelucon atau bercanda saat mengajar Bahasa Inggris? Apakah hal itu membuat kamu merasa lebih semangat dan antusias dalam belajar?
- IL : Iya kak emm tentu saja kalau ada humor sementara proses pembelajaran pasti lebih senangki karena terhiburki dan tidak monoton jadi mudah juga masuk di otak pembelajarannya kalau diselingi humor begitu.
- Peneliti : Okey dek kemudian, apakah adek merasa lebih dekat atau lebih akrab dengan guru Bahasa Inggris yang suka bercanda? Menurut ta dek, apakah sikap humoris seperti itu membuat hubungan antara guru dan siswa menjadi lebih hangat dan terbuka?
- IL : Iya kak, karena kalau misalnya ee guru itu mudah bercanda ya bukan dibilang tidak menghormati tapi enak diajak bicara jadi tidak segan ki untuk bertanya didalam kelas.

Comment [WU63]: Boosting students' enthusiasm in learning

- Peneliti : Kemudian pertanyaan selanjutnya dek, ketika guru menggunakan humor saat mengajar, apakah adek merasa lebih nyaman dan santai di dalam kelas? Atau justru sebaliknya?
- IL : Pasti merasa lebih nyaman dan santai kak karena merasa apalah tidak ada tekanan dirasa.
- Peneliti : Selanjutnya dek, apakah menurut ta, penggunaan humor dalam proses pembelajaran membantu adek lebih mudah memahami atau mengingat materi Bahasa Inggris yang diajarkan di kelastu?
- IL : Iya karena ada beberapa orang yang kalau bermain ki sambil belajar lebih mudah masuk di otaknya, salah satunya saya jadi kayak lebih mudah menyerap masuk di otak kalau sambil bermain dan diberikan kayak tugas drama begitu kak.
- Peneliti : Begitu ya dek, ee boleh diceritakan materi apa yang paling berkesan dan masih diingat pas Bu Tiwi mengajar menggunakan humor atau yang ada unsur humornya menurutta?
- IL : Anu kak kulupa materinya, tapi dulu pernahki dikasi kayak tugas bermain peran kak, lucu-lucu kak karena ada yang berperan sebagai ibu-ibu jadi anak jadi bapak terus kayaknya pernahki juga dikasiliat kayak video animasi kak dari YouTube animasi hewan begitu kak, kemudian dicatat percakapannya di bukutu, anu pale juga kak pernahki main itu 'left' and 'right' yang loncat-loncat kayak dikasiki instruksi baru kita berbaris, serui kak tidak mengantukki di kelas.
- Peneliti : Okey selanjutnya dek, apakah adek merasakan perbedaan ketika guru mengajar dengan menggunakan humor dan tanpa humor? Bisa dijelaskan perbedaan yang dirasakan dalam suasana kelas atau carata belajar?
- IL : Emm kalau guru yang menggunakan humor seperti Bu Tiwi itu pembawaannya lebih santai, lebih nyaman, mudahki berkomunikasi, sedangkan kalau guru yang tidak menggunakan humor itu suasana dalam kelas kayak tegang kak, kita merasa takut membuat kesalahan kayak jangan sampai ada kesalahan karena akan langsung ditegur atau dimarahi.
- Peneliti : Begitu di dek, selanjutnya apakah adek merasa bahwa humor yang digunakan oleh guru saat mengajar dapat membantu mengurangi stres atau rasa cemas ketika belajar di kelas?
- IL : Iya kak dapat membantu mengurangi rasa stres sebagai siswa dalam proses pembelajaran karena merasa lebih nyaman ki dengan guru yang sering memberikan humor selama pembelajaran.

Comment [WU64]: Creating a comfortable and relaxed learning atmosphere

Comment [WU65]: Helping students to understand the material better

Comment [WU66]: Helping students to understand the material better

Comment [WU67]: Helping students feel more confident

Comment [WU68]: Reducing stress during English lesson

- Peneliti : Okey selanjutnya, apakah adek merasa bahwa guru yang suka bercanda di kelas bisa meningkatkan motivasi untuk belajar Bahasa Inggris?
- IL : Iya pastinya kak, karena ee kembali lagi kalau nyamanki belajar jadi lebih termotivasi ki untuk belajar kalau menyenangkan gurunya.
- Peneliti : Kemudian selanjutnya, apa pendapat dek tentang guru yang menggunakan humor secara berlebihan dalam pembelajaran? Apakah menurut adek hal itu bisa mengganggu proses belajar?
- IL : Ee secara pribadi sedikit mengganggu kak karena ee jangan sampai ada yang tersinggung kalau terlalu banyak humornya toh kak, tapi kalau Bu Tiwi sendiri paling itu yang kayak tadiji kak unsur humornya dari anu pelajaranji.
- Peneliti : Kemudian pertanyaan terakhir dek, apakah ada saranta atau pendapat tentang bagaimana guru sebaiknya menggunakan humor secara efektif dalam proses pembelajaran Bahasa Inggris?
- IL : Mungkin kalau untuk penggunaan humor itu didalam kelas kayak ee diselingi mi kak, kalau misalnya sementara canggung dan tegang-tegangnya bagus i kak diberikan humor jadi kayak diselingi humor dan pembelajaran jadi tidak terlalu tegang ki dan menyenangkan juga proses pembelajaran.
- Peneliti : Okey dek, terimakasih atas waktunya.
- IL : Iye kak sama-sama.
- Peneliti : Setelah guru bahasa Inggris ta dek menggunakan humor di kelas pada saat mengajar, seberapa baik adek dapat mengingat pelajaran tanpa melihat catatan?
- IL : Menurut saya, ee kalau Ibu kasih lelucon pakai kalimat bahasa Inggris, saya bisa cepat tangkap.
- Peneliti : Jika guru adek menunjukkan beberapa kata atau kalimat bahasa Inggris, apakah adek dapat mengenali mana yang telah diajarkan pada pelajaran sebelumnya?
- IL : Iyye kak menurut saya mudah diingat.
- Peneliti : Ketika adek belajar topik bahasa Inggris yang sama lagi, apakah adek merasa lebih mudah atau lebih cepat mempelajarinya untuk kedua kalinya, ketika guru menyampaikannya dengan humor di pembelajaran pertama?
- IL : Iya kak, apalagi kosakata, gampangmi sekali diingat ulang. Soalnya dulu waktu diajar itu sambil ketawa-tawa ki juga, jadi cepat muncul lagi di ingatan.

Comment [WU69]: Reducing stress during English lesson

Comment [WU70]: Better recall

Comment [WU71]: Relearning

- Peneliti : Ketika guru memberikan kegiatan seperti menyusun kalimat atau menceritakan kembali sebuah cerita/materi yang sudah pernah dijelaskan, apakah adek dapat merekonstruksi pelajaran dengan mudah? Kayak bisaki menceritakan kembali apa yang sudah pernah dijelaskan sama Ibu Tiwi.
- IL : Ya, mudah untuk menceritakan ulang karena diingat cara guru menyampaikan materinya dulu, kayak misal ada gamenya atau kuis hadiah bisa lebih diingat kak materinya kalau begitu.

Comment [WU72]: Reconstruction learning

Transcript of Student 8

- Peneliti : Jadi dek, ee disini saya ingin bertanya beberapa hal seputar pembelajaran Bahasa Inggris bersama Bu Tiwi, terutama tentang penggunaan humor di kelas. Sebelumnya boleh perkenalkan diri terlebih dahulu.
- MA : Iye kak perkenalkan nama saya Muhammad Al-Qadri dari kelas XI tahfidz 1.
- Peneliti : Disini saya ada 10 pertanyaan dek terkait topik humor tadi, langsung saja pertanyaan pertama dek bagaimana perasaan anda ketika guru menggunakan lelucon atau bercanda saat mengajar Bahasa Inggris? Apakah hal itu membuat adek merasa lebih semangat dan antusias dalam belajar?
- MA : Iye kak karena santai gurunya jadi kita lebih semangat dan antusias belajar.
- Peneliti : Ke mudian pertanyaan selanjutnya, apakah adek merasa lebih dekat atau lebih akrab dengan guru Bahasa Inggris yang suka bercanda? Menurutta dek, apakah sikap humoris seperti itu bisa membuat hubungan antara guru dan siswa menjadi lebih dekat dan terbuka?
- MA : Ee kalau menurutku kak iya, kan lebih mudahki akrab dengan guru seperti itu.
- Peneliti : Selanjutnya pertanyaan ketiga, ketika guru menggunakan humor saat mengajar, apakah adek merasa lebih nyaman dan santai di dalam kelas? Atau justru sebaliknya?
- MA : Ya iya kak tentu merasa nyaman eee tergantung candaannya sih, harus sesuai dengan pembelajaran kak.
- Peneliti : Kemudian dek, apakah menurutta penggunaan humor dalam proses pembelajaran membantu adek lebih mudah memahami atau mengingat materi Bahasa Inggris yang diajarkan?
- MA : Emm ya adaji juga kak kadang paham kadang tidak.

Comment [WU73]: Boosting students' enthusiasm in learning

Comment [WU74]: Creating a comfortable and relaxed learning atmosphere

- Peneliti : Ohh, bisa diceritakan dek materi apa yang paling berkesan dan masih diingat ketika Bu Tiwi mengajar dengan humor atau yang ada unsur humornya seperti mungkin permainan games, atau menggunakan media-media yang menarik mungkin atau yang lainnya.
- MA : Seingatku kak aa pernahki diajar pake permainan ular tangga yang pake dadu, jadi kayak disetiap nomornya itu kak ada kuisnya ada juga hukumannya yang bikin ketawa kak kadang menyanyi sepotong lagu. Terus pernah juga Ibu Tiwi pake PPT ada kayak meme tiktok yang ditampilkan kayak itu “Kamu Nanya” kayak gambar-gambar animasi juga biasa kak yang ekspresi-ekspresi.
- Peneliti : Emm okey selanjutnya dek, apakah adek merasakan perbedaan ketika guru mengajar dengan menggunakan humor dan tanpa humor? Bisa dijelaskan perbedaan yang dirasakan dalam suasana kelas atau cara belajarta dek?
- MA : Ya pastimi beda kak, kalau pakai humor lebih santai kak kan anu ee kalau tidak pakai humor kayak tegang malaski juga takut ki dikelas kak, kayak mauki cepat-cepat istirahat.
- Peneliti : Begitu di dek okey kemudian, apakah adek merasa bahwa humor yang digunakan oleh guru saat mengajar dapat membantu mengurangi stres atau rasa cemas ketika belajar di kelas dek?
- MA : Ee iye mengurangi stres juga kak lebih rilekski di kelas.
- Peneliti : Okey kemudian dek, apakah adek merasa bahwa guru yang suka bercanda di kelas bisa meningkatkan motivasi untuk belajar Bahasa Inggris?
- MA : Iye kak karena ee gurunya asik jadi kita rajin masuk dan hadir di kelas tersebut.
- Peneliti : Kemudian pertanyaan selanjutnya dek, apa pendapat adek tentang guru yang menggunakan humor secara berlebihan dalam pembelajaran? Apakah menurut ta dek hal itu bisa mengganggu proses belajarta didalam kelas?
- MA : Tidakki kak karena kita suka bermain.
- Peneliti : Pertanyaan terakhir dek, apakah ada saranta atau pendapat tentang bagaimana guru sebaiknya menggunakan humor secara efektif dalam proses pembelajaran Bahasa Inggris?
- MA : Ndaji juga, bisaji juga kak kalau banyak humor apalagi kalau digabungkan dengan banyak games karena kita suka pembelajaran sambil bermain kak karena kita lebih paham dan

Comment [WU75]: Helping students to recall the material

Comment [WU76]: Helping students feel more confident

Comment [WU77]: Reducing stress during English lesson

- Peneliti : agar lebih sedikit juga orang bolos kak kalau asik begitu.
- MA : Oke deh dek, terimakasih atas partisipasinya.
- Peneliti : Iyye kak.
- Peneliti : Setelah guru bahasa Inggris ta dek menggunakan humor di kelas pada saat mengajar, seberapa baik adek dapat mengingat pelajaran tanpa melihat catatan?
- MA : Saya tidak ingat semua, tapi poin-poin pentingnya saya ingat. Kayak misalkan biasaki nakasi menonton Ibu Tiwi kayak film animasi kak, biasa diingat-ingat itu yang nabilang di film, kayak pembukaannya yang selalu, once upon a time artinya ee pada zaman dahulu toh kak, ada tersimpan di otak sedikit kak.
- Peneliti : Jika guru adek menunjukkan beberapa kata atau kalimat bahasa Inggris, apakah adek dapat mengenali mana yang telah diajarkan pada pelajaran sebelumnya?
- MA : Saya bisaji mengenali kalimat dari pelajaran sebelumnya kak, apalagi pas pelajaran sebelumnya kayak main gameski biasanya selalu diingat, kayak instruksi pas main kayak hurry up cepat begitu ji kak.
- Peneliti : Ketika adek belajar topik bahasa Inggris yang sama lagi, apakah adek merasa lebih mudah atau lebih cepat mempelajarinya untuk kedua kalinya, ketika guru menyampaikannya dengan humor di pembelajaran pertama?
- MA : Menurutku kak, belajar ulang itu gampang kalau dulu sudah lucu cara ngajarnya. Ndak perlu lama-lama, langsung ingat itu contoh sama kosakatanya.
- Peneliti : Ketika guru memberikan kegiatan seperti menyusun kalimat atau menceritakan kembali sebuah cerita/materi yang sudah pernah dijelaskan, apakah adek dapat merekonstruksi pelajaran dengan mudah? Kayak bisaki menceritakan kembali apa yang sudah pernah dijelaskan sama Ibu Tiwi.
- MA : bisa kak menceritakan kembali meskipun kadang masih lupa-lupa sedikit.

Comment [WU78]: Helping students to understand the material better

Comment [WU79]: Better recall

Comment [WU80]: Recognition of material

Comment [WU81]: Relearning

Comment [WU82]: Reconstruction learning

Transcript of Student 9

- Peneliti : Jadi dek disini saya ingin bertanya tentang beberapa hal seputar pembelajaran Bahasa Inggris bersama Bu Tiwi, terutama tentang penggunaan humor di kelas. Sebelumnya boleh perkenalkan diri terlebih dahulu.
- RA : Emm perkenalkan ee nama saya Risma Aulia dari XI Tahfidz 1

- kak.
- Peneliti : Okey jadi dek langsung saja ke pertanyaan pertama, bagaimana perasaan adek ketika guru menggunakan lelucon atau bercanda saat mengajar Bahasa Inggris? Apakah hal itu membuat kita dek merasa lebih semangat dan antusias dalam belajar?
- RA : Eee lebih bersemangat kak karena anu seru gurunya dan asik.
- Peneliti : Kemudian pertanyaan selanjutnya, apakah adek merasa lebih dekat atau lebih akrab dengan guru Bahasa Inggris yang suka bercanda? Menurutta dek, apakah sikap humoris seperti itu membuat hubungan antara guru dan siswa menjadi lebih hangat dan terbuka?
- RA : Iya lebih gampang akrab kak, karena gurunya asik sehingga kita tidak segan begitu kak untuk melakukan interaksi.
- Peneliti : Okey kemudian, em ketika guru menggunakan humor saat mengajar, apakah adek merasa lebih nyaman dan santai di dalam kelas? Atau justru sebaliknya?
- RA : Pastinya iya kak ee nyaman karena tidak tegangki dikelas.
- Peneliti : Kemudian dek, apakah menurutta penggunaan humor dalam proses pembelajaran bisa nabantu ki lebih mudah memahami atau mengingat materi Bahasa Inggris yang diajarkan oleh guruta?
- RA : Bisaji kak kalau digabung dengan kayak permainan games begitu toh kak lebih paham ki dan juga terhibur ki kak.
- Peneliti : Kalau boleh tau dek, materi apa yang paling berkesan dan masih diingat saat Bu Tiwi mengajar dengan humor atau yang ada unsur humornya?
- RA : Eee kayak bagaimana itu kak?
- Peneliti : Apa yang diingat selama Bu Tiwi mengajar dikelasta bisa dari pasta kelas 10 ataupun di kelas 11 ini, yang masih diingat yang ada unsur humornya begitu dek.
- RA : Ohh anu kak dulu pernahki main kayak ular tangga begitu kak ada pertanyaan-pertanyaannya sama hukumannya kak, terus pernahki juga ada tugas main drama-drama begitu kak, seru..seru dirasa kak karena ee lebih kusuka begitu saya kak lebih gampang dimengerti karena ee langsung. Anu pernah juga main tebak-tebakan kak jadi kayak nakasiki Ibu instruksi terus kita peragakan kak baru temanta yang tebak, kita jadi apa.
- Peneliti : Okey dek kemudian pertanyaan selanjutnya, apakah adek merasakan perbedaan ketika guru mengajar dengan menggunakan humor dan tanpa humor? Bisa dijelaskan

Comment [WU83]: Boosting students' enthusiasm in learning

Comment [WU84]: Creating a comfortable and relaxed learning atmosphere

Comment [WU85]: Helping students to understand the material better

Comment [WU86]: Helping students to understand the material better

- perbedaan yang dirasakan dalam suasana kelas atau cara belajarta dek?
- RA : Eee bedanya itu guru yang suka bercanda itu seru dan asik gampangki akrab juga kak, tapi kalau yang terlalu serius itu lebih tegang ki didalam takut-takut untuk bertanya kak.
- Peneliti : Kemudian selanjutnya dek, apakah adek merasa bahwa humor yang digunakan oleh guru saat mengajar dapat membantu mengurangi stres atau rasa cemas ketika belajarki di kelas?
- RA : Bisajikak mengurangi stress karena tidak terlalu serius belajar, maksudnya belajar jiki kak tapi kayak bermain ki juga diselingi dengan humor kak jadi terhibur ki dan tidak terlalu bosan dan mengantuk.
- Peneliti : Kemudian dek, apakah adek merasa bahwa guru yang suka bercanda di kelas bisa meningkatkan motivasi untuk belajar Bahasa Inggris?
- RA : Iya kak eee karena gurunya lebih seru jadi kita semangat untuk belajar.
- Peneliti : Pertanyaan selanjutnya dek, apa pendapatmu tentang guru yang menggunakan humor secara berlebihan dalam pembelajaran? Apakah menurut adek hal itu bisa mengganggu proses belajar?
- RA : Mungkin sedikit terganggu kak kalau terlalu berlebihan.
- Peneliti : Okey selanjutnya pertanyaan yang terakhir dek, apakah adek memiliki saran atau pendapat tentang bagaimana guru sebaiknya menggunakan humor secara efektif dalam proses pembelajaran Bahasa Inggris?
- RA : Eee bisa bercanda tapi jangan berlebihan kak dan harus sesuai dengan pembelajaran dan boleh sebagai selingan kak kalau mengantukki boleh dikasih main atau diberikan kayak tebak-tebakan atau games begitu kak.
- Peneliti : Oke dek, terimakasih atas waktunya di'.
- Peneliti : Setelah guru bahasa Inggris ta dek menggunakan humor di kelas pada saat mengajar, seberapa baik adek dapat mengingat pelajaran tanpa melihat catatan?
- RA : Iya kak, lebih mudah diingat.
- Peneliti : Jika guru adek menunjukkan beberapa kata atau kalimat bahasa Inggris, apakah adek dapat mengenali mana yang telah diajarkan pada pelajaran sebelumnya?
- RA : Iya lebih mudah dikenali kata-katanya yang sudah dipelajari sebelumnya kak.
- Peneliti : Ketika adek belajar topik bahasa Inggris yang sama lagi, apakah

Comment [WU87]: Helping students feel more confident

Comment [WU88]: Reducing stress during English lesson

Comment [WU89]: Boosting students' enthusiasm in learning

Comment [WU90]: Recall

Comment [WU91]: Recognition of material

adek merasa lebih mudah atau lebih cepat mempelajarinya untuk kedua kalinya, ketika guru menyampaikannya dengan humor di pembelajaran pertama?

RA : Iya kak, kalau guru jelaskan lagi, cepatmi ingat karena saya hubungkan sama lelucon waktu pertama kali belajar. Jadi kayak langsung terbayang itu pelajaran.

Comment [WU92]: Relearning

Peneliti : Ketika guru memberikan kegiatan seperti menyusun kalimat atau menceritakan kembali sebuah cerita/materi yang sudah pernah dijelaskan, apakah adek dapat merekonstruksi pelajaran dengan mudah?Kayak bisaki menceritakan kembali apa yang sudah pernah dijelaskan sama Ibu Tiwi.

RA : kalau saya bisa kak apalagi kalau ada kejadian yang lucu di kelas sebelumnya kak jadi kayak lebih diingat i kak.

Comment [WU93]: Reconstruction learning

Peneliti : Okey dek terimakasih.

Appendix 5. Documentations of Interviews







Interviews conducted in MAN 1 Majene on May 15-17 2025

Appendix 6. NVivo Analysis Results : Hierarchy Chart of Students' Perceptions

The figure below presents the hierarchy chart generated through NVivo 15 software, which illustrates the coding results of students' perceptions regarding the effect of humor on their engagement and retention in learning English. This chart was used by the researcher as part of the data analysis process before being presented in descriptive form in Chapter IV.

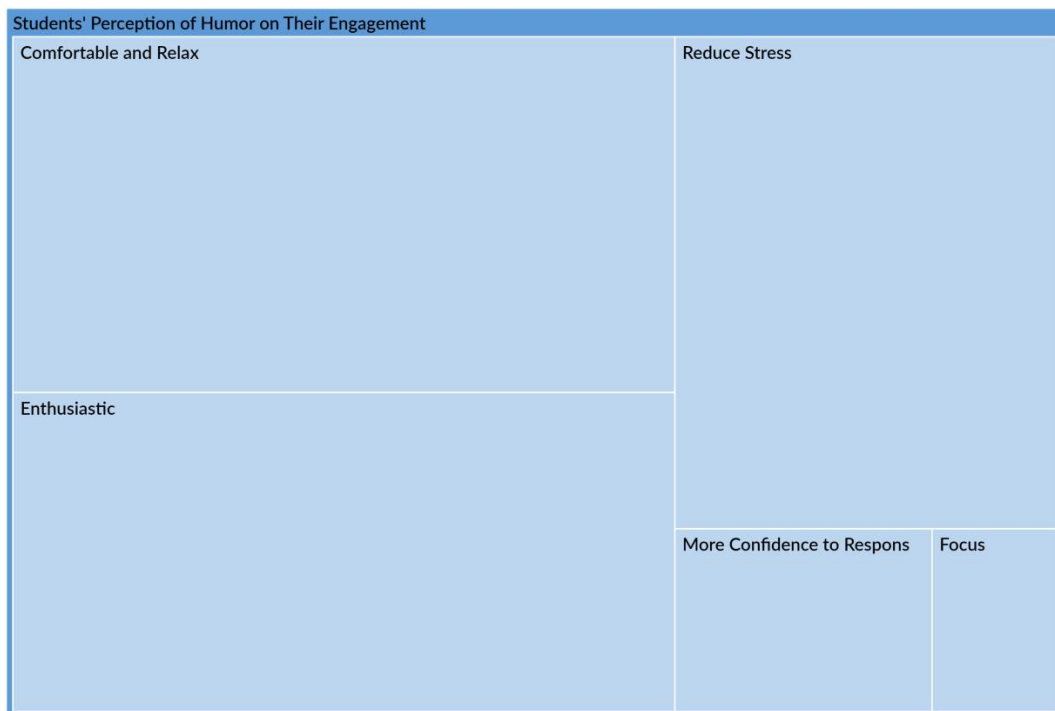


Figure 6.1. Hierarchy Chart of Students' Perception of The Effect of Humor on Their Engagement in Learning English

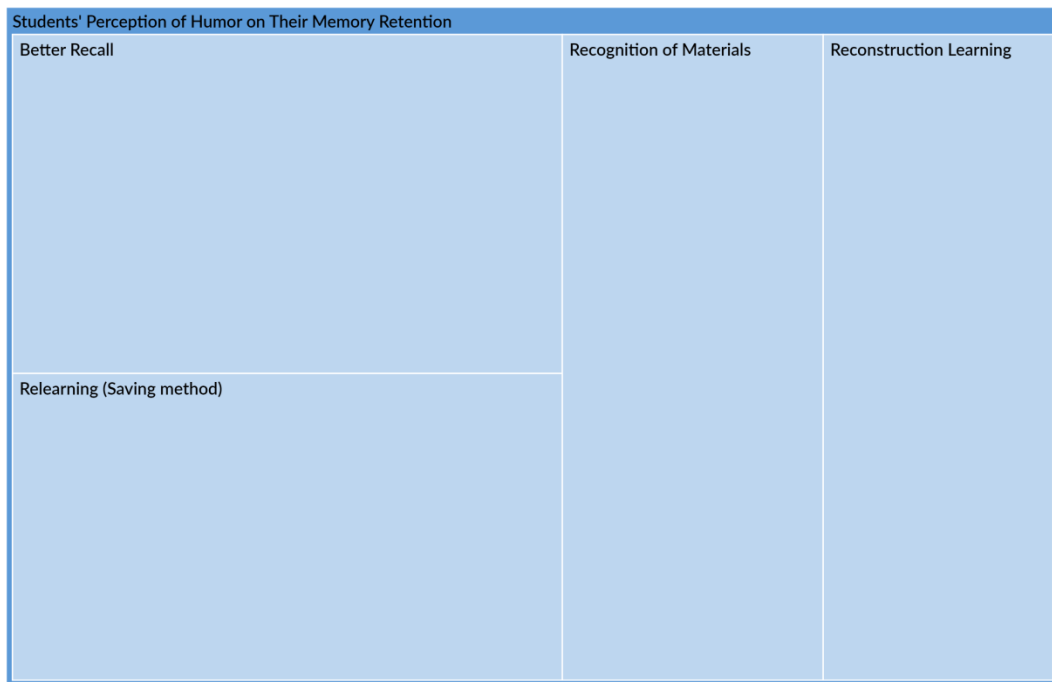


Figure 6.2. Hierarchy Chart of Students' Perception of The Effect of Humor on Their Memory Retention in Learning English

CURRICULUM VITAE



Ummu Athiyah was born in Majene on January 12, 2002. She is the second daughter from three sisters in her family. She is daughter of Muhammad Ridha Yusuf, S.Ag and Hamliah. The author started her education at the elementary school level at SDN 48 Galung Utara until the third grade and then moved to SDN 12 Pelattoang in 2010.

Then returned to study at the junior high school level at SMP Negeri 3 Majene in 2017. After that, she completed her education at senior high school level at SMA Negeri 1 Majene in 2020 with MIPA major. After graduating, Ummu Athiyah returned to study at STAIN Majene in 2020 and finished in 2025 with an English education study program.

From an early age, the author had shown a strong interest in languages, particularly English. During her elementary school years, this interest motivated her to enroll in an English course at one of the local language institutions in Majene, where she studied for several months. Over time, her passion for English grew stronger, eventually becoming one of her main academic interests.