

Research Article

## **Elements Of Humor In Teaching**

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### **Abstract**

Studies Related To The Element Of Humor In Teaching In Malaysia Are Getting More Attention Even Though The Level Of Implementation Is Relatively Low. Liao Y, Luo S, Tsai M (2020), An Exploration Of The Relationships Between Elementary School Teachers Humor Styles And Their Emotional Labor Stated That Humor Can Promote The Professional Development Of Teachers To Build Appropriate Programs In The Work Environment. The Findings Of The Study Showed That 95 % Stated That The Element Of Humor Can Increase The Concern And Needs Of Teachers In Working. Thus, The Practice Of The Element Of Humor Among Teachers Should Be Applied In Teaching And Learning In The Classroom.

### **Introduction**

Farhana (2019), The Use Of Humor In Teaching And Learning In Higher Education Classrooms: Lecturer's Perspectives Explains That The Element Of Humor Practiced By Lecturers Will Be Able To Attract Students To Attend Lectures. The Element Of Humor Practiced By The Lecturers Is Spontaneous. Overall, The Researchers Found That The Element Of Humor Can Help The Teacher's Relationship With Students To Be More Friendly. This Study Proves That The Problem Of Teacher -Student Relationship Can Be Overcome By Practicing The Element Of Humor During Pdp Takes Place In The Classroom.

### **Literature Review**

Salme, Sufi Amin Arif, Marina Mohd, (2019), A Study On The Use Of Humor In Motivating Students To Learn English Over The Years, Many Studies Have Looked At The Importance Of Effective Atmosphere In Second Language Classes. We Often Overlook That Humor Is An Essential Element In Achieving A Learning Environment That Can Benefit Students. There Are Limited Studies Conducted On The Effectiveness Of The Use Of Humor In Esl Classrooms, Especially In The Context Of Motivating Students To Learn, Where Students Are Used As Cues And Methods To Gain Insights Because They Are People Experiencing The Learning Process. Therefore, This Study Was Conducted To Look At Students 'Views On The Effect Of Humor On Their Intrinsic Motivation To Learn English. A Survey Was Conducted Using A Questionnaire Adapted From Deci & Ryan's (2003) Intrinsic Motivation Inventory Test (Imi) On 70 Students From Various Programs From The Faculty Of Education, Uitm. The Data Obtained Were Then Compared Based On Each Program At The Faculty Of Education, Uitm. The Findings From This Study Indicate That The Majority Of Respondents Strongly Agree That Humor Has A Positive Effect On Students 'Intrinsic Motivation In Learning English. The Positive Feedback Received From Respondents Indicates That Humor Is Indeed An Effective Teaching Tool In Promoting Intrinsic Motivation In Learning A Second Language. Therefore, This Study Proves That The Problem Of Students Paying Less Attention During Pdp Can Be Overcome With Teachers Practicing The Element Of Humor During The Teaching Takes Place In The Classroom.

Miriam (2019), Integration Of The Humor Approach With Student's Engagement In Teaching And Learning Sessions, Stated That The Use Of Humor Elements In Teaching Sessions Has Been Accepted Differently Especially Adult Students. Studies Report That An Element Of Humor Is Linked To Student Engagement, While Several Studies State That An Element Of Humor Disrupts Pdp Sessions And Distracts Students From Learning. Therefore, This Survey Was Conducted To Examine Students' Perceptions Of The Element Of Humor And Its Relevance To Students' Involvement In Learning. The Results Showed That Students Had A Positive Perception Of The Element Of Humor And There Was A Strong Relationship Between Students' Perceptions And Students' Involvement In Learning. It Is Recommended That Teachers Understand The Element Of Humor And Apply Appropriate And Relevant Elements Of Humor During Their Teaching Sessions.

Talip Gonulal (2018), Investigating The Potential Of Humor In Efl Classrooms: An Attitudinal Study Of English As A Foreign Language, Found That Students Have A Positive Attitude Relationship Towards The Teaching Of English. The Element Of Humor Affects Pedagogy In Increasing Students' Observation And Confidence In Learning English As Well As The Relationship Between Teachers And Students Can Be Improved. This Is Supported By Sonja Bieg (2017) Humor As A Magic Bullet? Associations Of Different Teacher Humor Types With Student Emotions, Found That The Element Of Humor Had A Positive Effect On Students And Gave Joy And Reduced Stress To Students. This Study Proves That The Problem Of Students Paying Less Attention During Teaching Can Be Overcome By Practicing Jokes During Pdp.

B.Savage, H. Lujan, R. Thipperthi (2017), Humor, Laughter, Learning And Health A Brief Review, The Element Of Humor Can Improve Student Performance By Attracting And Retaining Attention, Reducing Anxiety, Increasing Participation And Increasing Motivation. In Addition, The Element Of Humor Can Stimulate And Reduce Stress Hormones. The Element Of Humor Can Also Create A Comfortable Relationship Between Teacher And Student. This Study Proves That The Problem Of Students Paying Less Attention During Pdp Can Be Overcome By Teaching That Adopts The Element Of Humor In The Classroom.

Ogino (2017), The Use Of Humor Comics In Japanese Language Learning And Research, The Purpose Of This Study Is To Explore The Various Ways And Benefits Of Using Manga Humor In Japanese Language Learning And Research. The Comics Used In This Study Were Manga Comics. This Study Was Done By Assigning Students To Read And Observe The Story Of Manga. Students Are Asked To Describe The Characters Of The Manga And What Language Phenomena The Manga Story Contains. The Results Of The Observations On The Manga Are Then Discussed In Class To Determine What Language Phenomena Can Be Learned From The Manga And How To Learn It. The Results Of This Study Found That In Manga Humor There Are Many Interesting Things To Learn. Comics Can Also Be Used As An Effective Learning Medium And Arouse Students' Interest And Motivation, Both In Japanese Language Learning And Japanese Language Research. In Terms Of Language Learning, Humor Media Can Be Used As An Interactive Media That Can Improve Four Language Skills And In Japanese Language Research Learning, Humor Media Plays A Role In Generating Ideas And Providing An Overview Of How Research On Japanese Is Done By Looking At Linguistic Phenomena Found In Comics.

### **Discussion**

The Purpose Of This Study Was To Explore The Various Ways And Benefits Of Using Humorous Comics In Japanese Language Learning And Research. The Comics Used In This Study Were Manga Comics. This Study Was Done By Assigning Students To Read And Observe A Story In The Comic. Students Are Asked To Describe The Characters Of The Manga And Describe The Language Phenomena Found In The Manga Story. The Results Of Observations On Manga Are Then Discussed In Class To Determine What Language Phenomena Can Be Learned From Manga And How To Learn Them.

The Results Of This Study Found That In The Comic There Are Many Interesting Things That Can Be Learned. Manga Comics Can Also Be Used As An Effective Learning Medium And To Arouse Students 'Interest And Motivation, Both In Japanese Language Learning And Japanese Language Research. In Terms Of Language Learning, Manga Comics Can Be An Interactive Medium That Can Improve All Four Language Skills And In Learning Japanese Language Research, Humorous Comics Play An Important Role In Bringing Ideas And Providing An Overview Of How Research On Japanese Is Done By Looking At Linguistic Phenomena. Is In The Comics. Therefore, This Study Proves That The Problem Of Teachers Who Are Not Skilled In Practicing The Element Of Humor In Teaching Can Be Overcome With The Use Of Joke Comics In The Teaching Of Teachers In The Classroom. According To Ogino (2007) Joke Comics Are One Of The Types Of Jokes In Pdp.

Talip (2018), *Humor As A Magic Bullet? Associations Of Different Teacher Humor Types With Student Emotions, Relying On Achievement Emotional-Value Control Theory And Instructional Humor Processing Theory, Different Teacher Humor Types (Course-Related, Course-Unrelated, Self-Deprecating And Aggressive) Were Considered To Be Related To Positive Emotions And Negative. In Two Studies Researchers Analyzed How Students 'Perceptions Of Teachers' Humor Types Were Associated With Achievement Emotions. In Study 1, A Total Of 985 Ninth And Tenth Grade Students In The German Class In Upper Secondary Schools Had Questionnaires. The Results Of The Tiered Regression Analysis Showed, As Assumed, That Course -Related Humor Was Positively Related To Enjoyment And Negatively Associated With Boredom And Restlessness. Conversely, But In Accordance With The Hypothesis, Aggressive Humor Is Negatively Associated With Enjoyment And Positively Associated With Boredom And Restlessness. Study 2 Extended The Research To Anger, Advanced School Subjects (English, Math And History In Upper Secondary School) And Other Grade Levels (N = 731 Fifth To Ninth Grade Students). The Results Are Mostly Replicated And Provide Support For The Assumption That Teacher Humor Should Be Relevant To The Course In Order To Provide A Positive Emotional Experience.*

Deci (2003) On K.Bali's Cartoon Work Which Was Published In The North Borneo News & Sabah Times In 1963 Using An Iconographic Approach Can Help Teachers' Teaching In The Field Of Language. K. Bali's Cartoon Is A Critical Statement That Is Funny, Sharp And Satirical To Educate The Public On The Importance Of Good Values. The Content Of The Message And Teaching In The Cartoon Shows The Social Issues Of Individuals, Families And Society That Have Occurred Since The Era Of Independence Years. Although The Cartoon Work Dates Back To The Era Of Independence, In Reality The Implicit Meaning Is Still Relevant To This Day And Is Very Suitable As A Meaningful Joke Material In Language Teaching. This Study Explains The Types Of Humor Elements In The Form Of Cartoons Is Also One Of The Types Of Humor Elements That Can Be Practiced By Teachers Who Have Less Skilled Problems Practicing The Elements Of Humor In Teaching. According To Ogino (2017) The Use Of Cartoons And Caricatures Is One Of The Types Of Jokes That Can Be Practiced In Teaching.

Miriam (2019), Her Study Aims To Identify Strategies For The Use Of Humorous Elements During Lectures. The Results Of The Study Found That The Application Of The Element Of Humor In Lecture Learning Can Increase Confidence In Lecturers When Students Are Enthusiastic And Participate In Activities Throughout The Lecture. The Insertion Of An Element Of Humor In The Lecture Session Can Also Avoid Storytelling And Gossiping Activities Between Fellow Students In The Lecture Room. . This Study Proves That The Application Of Humor In Teaching Can Increase Teachers' Confidence And Pdp Activities Become More Fun. This Is In Line With The Problem Statement In This Study That Teachers Are Less Skilled To Use The Element Of Humor In Teaching In The Classroom.

Reddington, Elizabeth (2015), *Humor And Play In Language Classroom Interaction: A Review Of Literature That The Past Two Decades Have Seen A Growing Interest In The Role Of Humor And Play In Language Teaching And Learning. Using Methods Of Conversational Analysis, Discourse Analysis, And Sociolinguistics, Researchers Have Sought To Understand How Teachers And Students "Do" Humor And Play, What Humor And Games Function, And Finally, What Those Practices Mean For Language Learning. The Purpose Of This Paper Is To Bring Together A Growing Group Of Work That Addresses Various Forms Of Playful Talk In Language Class Interactions, Commonly Labeled "Humor," "Language Play," Or "Humorous Language Games." Following A Brief Sketch Of How Humor And Play Are Conceptualized In*

Applied Linguistics, This Article Discusses Several Class -Based Studies Conducted Over The Past Decade Or So. The Authors Focus On Determining What Has Been Learned About Forms Of Humor And Games In The Classroom, Or How Humor And Games Are Performed; Social Functions Allocated In Class Discussions; And How Humor And Play Can Be Linked To Language Learning. The Purpose Of This Article Is To Provide An Up -To -Date Overview Of Cutting -Edge And Provide Recommendations For Future Research. Thus, This Study Proves That There Are Many Types Of Jokes That Can Be Practiced By Teachers During Teaching And Learning In The Classroom. Therefore, The Problem Of Teachers Who Are Not Skilled In Practicing The Element Of Humor In Teaching Can Be Overcome.

Nevertheless, There Are Some Studies That Do Not Provide The Same Results As Other Studies, Where The Findings Of The Study Found That The Element Of Humor Does Not Guarantee That A Teacher Who Uses Humor As A Pdp Strategy Supports Student Expression. Among Them, Cai And Ying (2019) Who Found The Opposite Result. Overall, Findings From Previous Studies Have Seen An Element Of Humor To Influence Teachers 'Teaching Practices In Schools.

### Conclusion

In Conclusion, The Practice Of The Element Of Humor Is Needed In The World Of Education. The Results Of Previous Researchers Show That The Use Of Humor In Teaching And Learning Can Overcome The Problem Of Teachers Are Less Skilled In Practicing The Element Of Humor In Teaching And Overcome The Problem Of Students Paying Less Attention During Pdp And Can Create Excitement And Influence Them To Ask Teachers In In Addition To Strengthening The Relationship Between Teachers And Students. With That, It Can Overcome The Problem Of Relationship Between Teachers And Students Who Are Less Friendly

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