



Students' Interest in Learning English with Teachers who Use Humor in Teaching and Learning Process at SMKN 53 Jakarta

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Abstract

The English learning process was considered difficult and boring for students. This made students lose interest in learning English. Students' interest in learning could emerge through a fun learning process. One way that teachers could use to create a fun learning process was to use humor. In this study, researcher tried to find out students' interest in learning English with teachers who used humor in the teaching and learning process. The population was 12th grade students from SMKN 53 Jakarta while the sample was four classes of 12th grade students at SMKN 53 who were collected using purposive sampling technique. The total participants in this study were 100 students who were collected using questionnaires and strengthened by interviews. This study used a descriptive quantitative method. The data analysis technique used for the questionnaire was the basic method of descriptive statistical analysis while in analyzing interview data researcher used data presentation. Based on the data obtained and analyzed, it was known that students' interest in learning English with teachers who used humor was very high. This could be seen from the average value of 3.352 for feeling pleasure, 3,138 for students' engagement, 3.2 for students' attention, and 3.0925 for students' involvement. The results of the interview data also supported this statement.

Keywords:

Students' Interest, Learning English, Humor, Humor in Teaching and Learning Process

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INTRODUCTION

English is the most commonly used language in the world. In Indonesia, English is the first foreign language taught at several levels of education from elementary, junior high school, senior high school and university. However, English is not used in everyday conversations by students. Setiyadi (2020) says that English is learned only at schools, and students do not use it in society. Therefore, the process of learning English in class is an essential aspect of the educational system for students in Indonesia. In the process of learning English at school, it turns out that students find it difficult to learn English. According to Panggabean (2015), students think that English

is a difficult subject to understand so students feel burdened to learn English. In addition, the process of learning English at school is considered boring. According to Khajlo, (2013), educational literature used in schools is considered old-fashioned and boring. The illustrations in the book apparently cannot attract students' attention.

The teacher's role is crucial in this process in order to achieve the learning objectives. Moreover, according to Amjah (2014) teachers need to have effective teaching strategies so students have an interest in learning and can understand the learning process well. Conventional English learning methods sometimes fail to make students interested in the learning process, so it can eliminate students' enthusiasm for learning English. The process of learning English should be surrounded by fun learning situations. According to Wulandari & Duryati (2014), the learning process will be effective if students are happy and will positively affect their achievement. A fun classroom situation can increase students' interest in learning English.

Interest itself has a very important function in the learning process. Students' interest in learning also influences their learning outcomes. According to Slameto (2018), there are several indicators that can show students' interest in learning, which are feeling pleasure, students' engagement, students' attention, and students' involvement in the learning process. One way that teachers can use to create a fun learning situation to increase students' interest in learning is by using humor in the English learning process.

The use of humor in the English learning process is not a new thing and is one of the innovative and active ways to be used in the classroom. The use of humor in the learning process is a creative way of learning and requires skill and art from the teacher according to Martin (2007). The correct use of humor can also reduce stress levels by reducing some of the hormones that cause stress itself (Savage, Lujan, Thipparthi, & DiCarlo, 2017). Based on a study conducted by Wulandari & Duryati (2014), the learning process using humor is proven to be effective in increasing learning achievement.

Some results of the previous studies are also in line with the researcher's personal experience. Based on the researcher's experience while being a student at SMKN 53 Jakarta, the teachers who used humor when teaching English could create a good learning condition for students. In addition, teachers who used humor in the learning process had a better level of emotional intimacy with students. The use of humor is proven to form these relationships so it can improve student performance (Savage et al., 2017).

Based on several journals that researcher have referred to, some previous studies focused on students' interest in learning English and using humor in the learning process. However, only a few studies explained students' interest in learning English by using humor in the teaching and learning process. There was a study that discussed students' interest in learning English by using humor conducted by Erlinda (2019) entitled *Using Humour in EFL Classroom Interaction: An Effective Way of Byrning Students' Interest in Learning English*. However, this study focused on the types of humor used and the functions of using humor in the classroom.

In conclusion, study on students' interest in learning English with teachers who use humor needs to be researched because previous studies have focused only on students' interests and types of humor used with its functions. Based on the

background above, the researcher wanted to find out students' interest in learning English by using humor by conducting a study on Students' Interest in Learning English with Teachers who Use Humor in Teaching and Learning Process at SMKN 53 Jakarta.

METHOD

This study used a descriptive quantitative method. According to Bryman (2012), quantitative research is a type of research done by conducting investigations based on experience of a phenomenon that can be measured and observed using statistical analysis. Meanwhile, descriptive research is research done by collecting data and then analyzing it to obtain a detailed explanation of a phenomenon, group and event without changing any variable related to the thing being studied (Creswell, 2009).

This study used analytical techniques in the form of descriptive statistical analysis to analyze the data. The data in this study was obtained from two instruments in the form of questionnaire sheets and interview guidelines. Questionnaires were given to four classes of 12th grade students at SMKN 53 Jakarta which were collected via Google Form. Data collection was done and assisted by the class leader from each class by sending a Google Form link via WhatsApp. In addition, interviews were also carried out directly by selecting two students randomly from each class, so there were eight answers which aimed to strengthen the results of the questionnaire data. The total participants in this study were 100 students at SMKN 53 Jakarta. The questionnaire consisted of 19 statements using a Likert scale with four possible answers, which were strongly agree (4), agree (3), disagree (2), and strongly disagree (1). The four indicators were feeling pleasure, engagement, attention, and involvement. Next, the data was grouped and analyzed using Microsoft Excel.

According to Neuman (2014), data validation is a systematic process aimed at ensuring the reliability and credibility of the data collected in research. The observation sheet and interview questions in this study were validated by one of the lecturers from the English Department, Faculty of Languages and Arts, Universitas Negeri Padang. Reliability is the accuracy of an instrument or measuring tool to produce consistent and usable results, which produce stable values in repeated tests (Hambleton & Zenisky, 2011). Reliability testing aims to measure the extent to which a research instrument can be trusted. A study is considered reliable if it is able to produce the same and consistent results in repeated measurements. In this study, the reliability test of the questionnaire instrument used the Cronbach's Alpha formula which the value was .896, which was interpreted as very high. In other words, based on this interpretation the questionnaire could be used as an instrument for this study.

In this study, the data analysis technique that will be used for the questionnaire was the basic method of descriptive statistical analysis where the data was analyzed to determine the frequency distribution of each category being searched for. By using this technique, an analysis of the percentage of each indicator could be known. The formula that researcher used could be seen below.

$$P = \frac{F}{N} \times 100\%$$

Explanation:

- P : Percentage
- F : Frequency
- N : number of samples

Meanwhile, to find the average value of each statement, the researcher used the formula below.

$$\bar{X} = \frac{((SA \times 4) + (A \times 3) + (DA \times 2) + (SDA \times 1))}{n}$$

Explanation:

- \bar{X} : average value for statements
- VA : strongly agree
- A : agree
- DA : disagree
- VDA : strongly disagree
- N : sample

After the average value of each statement was obtained, the researcher interpreted the value by categorizing several criteria.

Average Value	Explanation
3.10-4.00	Very High
2.10-3.00	High
1.10-2.00	Low
0.10-1.00	Very Low

Through interview, the researcher attempted to seek and collect information directly from participants in order to get a deeper understanding of students' interest in learning English with teachers who used humor in the teaching and learning process. The results of this data were needed to support and strengthen the questionnaire data. In analyzing interview data, researchers used data presentation. By using data presentation, the data would be arranged in such a way that it was easy to understand. The form of data presentation itself could be in the form of brief descriptions, charts, relationships between existing categories, and others.

RESULT AND DISCUSSION

1. Questionnaire

a. Feeling Pleasure

There were five statements that were asked to 100 respondents to find out whether the respondents felt happy when learning English with teachers who used humor. The first statement was "I like to take part in English learning". There were 16% of respondents who strongly agreed, 76% of respondents agreed, 8% of respondents disagreed, and no respondents strongly disagreed with this statement. The second statement was "Teachers who use humor increase my desire to take part in English learning". There were 55% of respondents who strongly agreed, 40% of

respondents agreed, 5% of respondents disagreed, and 0% of respondents strongly disagreed with statement number two. Next, the third statement was "I am enthusiastic about participating in English learning activities with teachers who use humor". In responding to statement number three, there were 50% of respondents who strongly agreed, 47% of respondents who agreed, 3% of respondents disagreed, and 0% of respondents strongly disagreed with this statement.

Next, there was a fourth statement regarding humorous teachers. The fourth statement was "Having humorous teacher makes me feel happy in English learning". In the fourth statement, there were 46% of respondents who strongly agreed and 54% of respondents who agreed with this statement. In addition, there were 0 respondents each who chose to disagree and strongly disagree with the statement that having a humorous teacher could make them happy when studying. Finally, the fifth statement was "The material provided by the teacher who use humor helped me understand the lesson". In this statement, 30% of respondents responded strongly agree, 65% of respondents responded agree, 5% of respondents responded disagree, and no respondents responded strongly disagree with this statement. The results of the first indicator data could be seen in the table below.

No	Indicators	No. Item	SA		A		DA		SDA		N	%	Score Total	Mean
			F	%	F	%	F	%	F	%				
1	Feeling Pleasure	1	16	16%	76	76%	8	8%	0	0%	100	100%	308	3.08
		2	55	55%	40	40%	5	5%	0	0%	100	100%	350	3.5
		3	50	50%	47	47%	3	3%	0	0%	100	100%	347	3.47
		4	46	46%	54	54%	0	0%	0	0%	100	100%	346	3.46
		5	30	30%	65	65%	5	5%	0	0%	100	100%	325	3.25
	Average		39.4	39.4%	56.4	56.4%	4.2	4.2%	0	0.0%	100	100%	335.2	3.352

Based on the table above, it could be seen that the first indicator which was feeling pleasure in students' interest in learning English with teachers who used humor obtained an average of 3.352 with a value interpreted as very high. There was an average score of 39.4% of the 100 students who chose to strongly agree. In addition, there was an average value of 56.4% who chose to agree. Meanwhile, there was only an average score of 4.2% of 100 students who chose not to agree and there were no students who chose to strongly disagree. Thus, it can be concluded that students felt very happy learning English with teachers who used humor. It could be seen from the total average value which was in the very high category.

b. Students' Engagement

There were five statements given to respondents regarding student involvement in the learning process. The first statement was "Because teachers use humor during the learning process, when experiencing difficulties in understanding the learning material then I will try to ask the teacher". There were 25% of respondents who chose to strongly agree, 70%

of respondents who chose to agree, 4% of respondents who chose to disagree, and 1% of respondents who chose to strongly disagree. The second statement was “Even though teachers use humor during the learning process, when I have difficulty understanding the lesson then I will look for information from books or information from the internet”. There were 19% of respondents strongly agreed, 75% of respondents agreed, 6% of respondents disagreed, and 0% of respondents strongly disagreed.

The next statement, the third statement was “The learning method given by the English teacher who use humor kept me motivated to learn”. In this statement, 26% of respondents chose to strongly agree, 72% of respondents chose to agree, and 1% of respondents each chose to disagree and strongly disagree. Fourth statement was “Even though teachers use humor during the learning process, I read some books or information on the internet to increase my knowledge of the material”. There were 17% of respondents strongly agreed, 74% of respondents agreed, 9% of respondents disagreed, and no respondents strongly disagreed with this statement. The last statement was “When teachers use humor in the learning process, I take notes on the English lesson material presented by the teacher”. In this last statement, 17% of respondents chose to strongly agree, 72% of respondents chose to agree, 11% of respondents chose to disagree, and 0% of respondents chose to strongly disagree. The results of the students' engagement indicator data could be seen in the table below.

No	Indicators	No. Item	SA		A		DA		SDA		N	%	Score Total	Mean
			F	%	F	%	F	%	F	%				
2	Engagement	11	25	25%	70	70%	4	4%	1	1%	100	100%	319	3.19
		12	19	19%	75	75%	6	6%	0	0%	100	100%	313	3.13
		13	26	26%	72	72%	1	1%	1	1%	100	100%	323	3.23
		14	17	17%	74	74%	9	9%	0	0%	100	100%	308	3.08
		15	17	17%	72	72%	11	11%	0	0%	100	100%	306	3.06
	Average		20.8	20.8%	72.6	72.6%	6.2	6.2%	0.4	0.4%	100	100%	313.8	3.138

Based on the table above, it could be seen that students' engagement in learning English with teachers who used humor obtained an average of 3.138 with a value interpreted as very high. There was an average score of 20.8% of the 100 students who chose strongly agree and an average score of 72.6% of the 100 students who chose agree. Meanwhile, there was only an average score of 6.2% of students who chose not to agree and an average score of 0.4% of students who chose to strongly disagree. Thus, it could be concluded that student involvement is very high in learning English with teachers who used humor. It could be seen from the total average value which was in the very high category.

c. Students' Attention

In this indicator, there were five statements given to respondents to find out how much attention students pay in the process of learning English with teachers who used humor. The first statement was "I really pay attention to

the explanation of the material presented by the English teacher". In this statement, 16% of respondents strongly agreed, 79% of respondents agreed, 5% of respondents disagreed, and no respondents strongly disagreed. The second statement was "I always follow the learning process seriously with teachers who use humor in the learning process". There was 26% of respondents chose to strongly agree, 71% of respondents chose to agree, 3% of respondents chose to disagree, and 0% of respondents chose to strongly disagree.

The next statement asked about the respondent's preference for teachers who were humorous or not. The third statement was "I prefer to study with teachers who use humor than teachers who don't". There were 44% of respondents strongly agreed, 51% of respondents agreed, and 5% of respondents disagreed with this statement. The fourth statement was "The teacher who use humor provides easy-to-understand material so that I have no difficulty while studying English". In the fourth statement, 35% of respondents chose to strongly agree, 62% of respondents chose to agree, 2% of respondents chose to disagree, and 1% of respondents chose to strongly disagree with this statement. Next, the fifth statement was "When teachers use humor in the learning process, I'm able to explain the learning material presented by the teacher". To this statement, 12% of respondents strongly agreed, 73% of respondents agreed, 14% of respondents disagreed, and 1% of respondents strongly disagreed. The results of the third indicator data could be seen in the table below.

No	Indicators	No. Item	SA		A		DA		SDA		N	%	Score Total	Mean
			F	%	F	%	F	%	F	%				
3	Attention	6	16	16%	79	79%	5	5%	0	0%	100	100%	311	3.11
		7	26	26%	71	71%	3	3%	0	0%	100	100%	323	3.23
		8	44	44%	51	51%	5	5%	0	0%	100	100%	339	3.39
		9	35	35%	62	62%	2	2%	1	1%	100	100%	331	3.31
		10	12	12%	73	73%	14	14%	1	1%	100	100%	296	2.96
	Average		26.6	26.6%	67.2	67.2%	5.8	5.8%	0.4	0.4%	100	100%	320	3.2

Based on the table above, it could be seen that students' attention in learning English with teachers who used humor obtained an average of 3.2 with a score interpreted as very high. There was an average score of 26.6% of the 100 students who chose strongly agree and an average score of 67.2% of the 100 students who chose agree. Meanwhile, there was only an average score of 5.8% of students who chose to disagree and an average score of 0.4% of students who chose to strongly disagree. Thus, it could be concluded that students' focus and attention in learning English with teachers who used humor were very high. It could be seen from the total average value which was in the very high category.

d. Students' Involvement

The final indicator in this questionnaire was students' involvement. In this indicator, there were four statements given to 100 respondents to see

students' involvement in learning English with teachers who used humor. The first statement was "Because teachers use humor during the learning process, every day I always make time to study". There were 12% of respondents who chose to strongly agree, 66% of respondents who chose to agree, 22% of respondents who chose to disagree, and 0% of respondents who chose to strongly disagree. Next, the second statement was "When teachers use humor, I follow the lesson well". In this statement, 26% of respondents chose to strongly agree, 72% of respondents chose to agree, 2% of respondents chose to disagree and no respondents chose to strongly disagree.

The next statement was "During English learning process with teachers who use humor, I always try to answer the questions the teacher asks properly and correctly". In this third statement, 13% of respondents strongly agreed, 83% of respondents agreed, and 4% of respondents disagreed. No respondents chose to strongly disagree. Finally, the fourth statement was "When teachers use humor, I always collect assignments on time". In this statement, 20% of respondents chose to strongly agree, 74% of respondents chose to agree, 6% of respondents chose to disagree, and no respondents chose to strongly disagree. The results of the final indicator data, students' involvement, could be seen in the table below.

No	Indicators	No. Item	SA		A		DA		SDA		N	%	Score Total	Mean
			F	%	F	%	F	%	F	%				
3	Involvement	16	12	12%	66	66%	22	22%	0	0%	100	100%	290	2.9
		17	26	26%	72	72%	2	2%	0	0%	100	100%	324	3.24
		18	13	13%	83	83%	4	4%	0	0%	100	100%	309	3.09
		19	20	20%	74	74%	6	6%	0	0%	100	100%	314	3.14
	Average		17.75	17.8%	73.75	73.8%	8.5	8.5%	0	0.0%	100	100%	309.25	3.0925

Based on the table above, it could be seen that the last indicator, students' involvement, in students' interest in learning English with teachers who used humor obtained an average of 3.0925 with a value interpreted as high. There was an average score of 17.8% of the 100 students who chose to strongly agree. In addition, there was an average value of 73.8% who chose to agree. Meanwhile, there was only an average score of 8.5% of 100 students who chose not to agree and there were no students who chose to strongly disagree. Thus, it could be concluded that most students are active in learning English with teachers who used humor. It could be seen from the total average value which was in the high category.

2. Interview

After obtaining data through a questionnaire, researcher conducted interviews with several students. Based on the interview results, it was known that not all students interviewed liked learning English. This could be seen from the students' answers;

“Yes. Because I have been learning English since kindergarten. Then I’m also interested in some films or songs in English too...”

“It's not that I really like it, but I like things related to English.”

Although not all students interviewed liked learning English, they agreed that they liked the process of learning English using humor. This was in line with what the students said;

“Yes (I like learning English with teachers who use humor).”

“I really like it, I like it too.”

In the process of learning English with teachers who used humor, students said different but positive descriptions of the process of learning English using humor.

“In my opinion, if a humorous teacher makes it fun to learn, the students can adapt to that teacher too. The class situation is more exciting. In addition, it's like there are some students who don't want to go to this teacher's class because the teacher is grumpy. If the teacher is fun so learning is also fun. So don't be too tense.”

“So it's like, it's not too monotonous. Later it will be accompanied by Indonesian, like joking or jokes from foreigners like that. Sometimes it's also quite good to just joke around.”

Based on the answers above, it could be concluded that the process of learning English with teachers who used humor made students feel less tense so that the learning process became enjoyable. The learning process also became less boring and monotonous. This made the process of learning English easier to understand.

Based on the students’ answers, there were several types of humor that teachers used in the classroom when the English learning process took place. Several types of humor based on the students’ answers were;

“Usually he calls people funny like that. Then the English is messed up. Like the pun.”

“Yes, like humor, for teachers, right? So far, what I know is that the teacher's spontaneity. For example, it's like playing with puns on names or pronouncing names wrongly. That's it.”

Types of humor that teachers usually used in the process of learning English were puns, short stories, and funny sayings.

Next, there were several types of humor that the students liked. The type of humor that students liked when learning English using humor was;

“Yes, from a short story.”

“Yes, the pun ones.”

In learning English, students agreed that they liked studying with teachers who used humor compared to teachers who did not use humor at all. This was in line with what the students said;

“I like it, I prefer the teachers that use humor. So, like I said at the beginning that we don't get too tense, and don't take ourselves too seriously, so that the brain is somewhat fresh.”

“Using humor. Yes, it's like earlier, so I can learn more or understand better. It's easier to understand than something that's too serious. When

it's too serious it can't understand at all because you're already lazy, like I said before, so you're already lazy to just go to class.”

Some of the reasons why students liked studying with teachers who used humor were because teachers who used humor felt friendlier and didn't feel awkward to interact with. In the learning process, teachers who used humor made the learning situation more relaxed so that learning became easier to understand. This was inversely proportional to teachers who were too serious, because teachers who were too serious actually made it more difficult for students to understand the material. Teachers who used humor created a more enjoyable way of learning.

Finally, the question given to the students was the obstacles occurred during the process of learning English with teachers who used humor. Some students said there were no obstacles, but others said there were. Following were some of the students' answers;

“There isn't any. There are no obstacles.”

“There are things, like for example teachers joking about their students, but sometimes there are students who don't like it. Yes, at first it seemed like he was having fun, just happy, for example, he was being joked about and then he seemed like he didn't want to be joked about, so it just became quiet.”

Based on the students' answers, there were problems that occurred in the process of learning English with teachers who used humor. This problem was when the teacher made a joke with students but the students took it too seriously and didn't like it. It could make learning situations awkward. Meanwhile, laughing too long at a joke was considered a waste of time and could cause students to lose focus on studying.

Discussion

The English learning process was considered difficult and boring for students. This made students lose interest in learning English. Students' interest in learning could be seen from some indicators, like feeling pleasure, students' engagement, students' attention, and students' involvement in the learning process (Slameto, 2018). Students' interest in learning could emerge through a fun learning process. One way that teachers could use to create a fun learning process was to use humor. In this study, researcher tried to find out how interested students were in learning English with teachers who used humor. To measure students' interest in learning, researcher used four indicators, which were feelings of pleasure, students' engagement, students' attention, and students' involvement.

The first indicator used to measure students' interest in learning English with teachers who used humor was feeling of pleasure. Based on the data obtained, it could be seen that students felt very happy learning English with teachers who use humor. According to Islamiati (2022), teachers who make learning activities fun make students feel happy and influence students' interest in learning English.

Teachers who used humor in the English learning process made students enjoy participating in learning activities. The use of humor also made students feel happy,

thus making students enthusiastic about learning English. The use of appropriate humor can make students feel happy so students will be interested and motivated to take part in learning activities (Wamin, 2020). In addition, teachers who used humor were able to help students understand the learning material. According to Wulandari & Duryati (2014), the process of learning activities with teachers that use humor is proven to make students feel happy. In this way, students become enthusiastic and motivated in learning so students become more active and can understand learning activities well. This is also supported by data obtained by researcher from interviews with several students who said that teachers who used humor made the learning situation more relaxed so learning became easier to understand.

The second and third indicators were students' engagement and students' attention. Based on the data obtained, it could be seen that students' engagement and attention in the process of learning English with teachers who used humor was very high. Interested students tended to be active and pay attention to the learning process. According to Amjah (2014), students' interest in learning can create students' desire to be active by seeking knowledge on their own in learning English. In addition, students will show interest and focus on learning activities when students are motivated to learn. Motivated students have the enthusiasm to learn and complete assignments and will feel satisfied in completing the assignments given by the teacher (Wamin, 2020).

The use of humor in the English learning process was able to attract attention and foster students' desire to learn. By using humor, students paid attention to the material provided by the teacher and follow the learning process seriously. Teachers who use humor in the classroom can increase student attendance in learning activities (Darmansyah, 2010). In addition, based on the data obtained, it was known that the use of humor in the English learning process made students able to explain again the material that the teacher had explained. The use of humor also made students very focused on learning. Teachers who used humor motivated students to take notes and search for information from books or the internet of their own accord. Students also had the desire to ask teachers when they experienced difficulties in learning. This was in line with what several students said when interviewed. Teachers who used humor felt friendlier and didn't feel awkward to interact with, making the learning situation more relaxed. This was in line with the results of research by Wulandari & Duryati (2014) which stated that teachers who used humor in learning activities made the teacher's relationship with students closer, so that students asked the teacher more often, even outside classroom.

The final indicator in finding students' interest in learning English with teachers who used humor in this study was students' involvement. Based on the data obtained, students' involvement in the process of learning English with teachers who used humor was quite high. Students who were interested in learning would be more involved in every learning activity. This is in line with what Rahayu & Kher (2022) said, when someone is interested in something, then someone will pay attention and want to be involved in that thing.

Students who were interested in learning English with teachers who used humor became more active in learning activities. Students tended to be active by participating in learning activities well and trying to be directly involved in learning activities. Teachers who used humor in learning activities made students try to answer

the questions the teacher gave correctly. Students also tried to be able to submit assignments given by the teacher on time. The fun classroom conditions that the teacher created in the learning process using humor made students feel relaxed and comfortable so they were motivated to participate in the learning process in class. This is in line with the results of study from Erlinda (2019) which said that the humor used by teachers in English classes was able to make students felt happy, thus motivating them to learn.

CONCLUSION

Based on the data that has been obtained and analyzed, there are several conclusions in this study;

1. Students feel very happy learning English with teachers who used humor. This is proven by data obtained through a questionnaire with an average value of 3.352, which means very high. Based on interviews with students, it was also known that students really enjoyed learning with teachers who used humor because teachers who used humor made the class fun.
2. Students has a very high desire to be involved in the English learning activities with teachers who used humor. From the results of the questionnaire that have been analyzed, it can be seen that the average value is 3.138 or very high. In addition, the use of humor in English learning process motivates students to be active in learning activities.
3. Students become focused when learning English with teachers who used humor. The results of the questionnaire data that have been analyzed show an average value of 3.2, which means very high. In addition, based on interviews with students, it was known that English learning process with teachers who used humor made the English learning process easier for students to understand.
4. Students are quite active in participating in English learning activities with teachers who used humor. This is based on the results of questionnaire data analysis which obtained an average value of 3.0925, which means high. The results of interviews with students also showed that teachers who used humor made students feel less awkward when interacting in class so that students became active in English learning activities.

In summary, it can be concluded that students' interest in learning English with teachers who used humor is very high. This can be seen from the average value of the questionnaire data results which is very high. The results of the interview data also support this statement. However, based on interviews with several students, it is known that there are several problems in learning English with teachers who used humor.

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